



Alternative English for Class IX



Orient BlackSwan



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ALTERNATIVE ENGLISH CLASS IX
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SYLLABUS
CLASS-IX
ALTERNATIVE ENGLISH

Annexure-A

Unit-Wise weightage

Part 'A': External **Time: 3 hours** **Marks: 80**

Unit	Marks
Unit I - Reading skills	10
Unit II - Writing Skills and Applied Grammar	20
Unit III - Literature	
1. Prose / Poetry	35
2. Drama	15
Total	80
Part 'B' Internal	20
Grand Total	100

Unit I: Reading

10 Marks/20 Periods

This section will assess Reading Comprehension. The section will be of 10 marks and will have 1 (one) reading passage, i.e. factual or discursive, in about 300 words and 1 (one) literary passage or poem followed by VSA type of questions that will test the sub skills of scanning, skimming, vocabulary re-enforcement and comprehension.

Unit II: Creative Writing skills and Applied Grammar

12 + 8 = 20 Marks/50 Periods

2 (two) writing items in about 100–150 words for 6 marks each, e.g. a newspaper report, article, story writing, dialogue.

Grammar section will assess grammar items in context for 8 marks. There can be two to four questions which will test grammar items through the following type of ways:

- Gap filling with one/two words to test articles, auxiliaries, tenses.
- Editing or Omission covering reported speech, punctuation, tenses.
- Transformation of Sentences in context, Tenses and Reported Speech.

Unit III: Literature

50 Marks/110 Periods

Prose

1. On the Rule of the Road (AG Gardiner)
2. The Ogress and the Two Orphans (R Luikham)
3. The Indomitable Spirit of Youth (APJ Abdul Kalam)
4. The Tunguska Event: Siberia 1908 (Carl Sagan)
5. The Devoted Friend (Oscar Wilde)

Poetry

1. Sonnet—To Science (Edgar Allan Poe)
2. Character of a Happy Life (Sir H Wotton)
3. Mother's Tears (Dr Sedengulie Nagi)
4. The Soul's Prayer (Sarojini Naidu)

Drama

The Tale of Ivan the Fool (Leo Tolstoy)

Grammar

1. Auxiliaries
2. Articles
3. Tenses
4. Reported Speech in extended texts
5. Punctuation

Part – B: Internal

20 marks

- | | |
|------------------------|----|
| 1. Conversation skills | 10 |
| 2. Assignments | 5 |
| 3. Formal testing | 5 |

N.B: *It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.*

Preface

Alternative English for Class IX meets with all the requirements of the Syllabus set down by the Nagaland Board of School Education. The separate sections on **Prose, Poetry, Drama, Grammar, Reading, Writing, Listening, Speaking** and **PSA** provide a rich programme of study in English Literature and Language. There are additional study materials linked to QR codes for the Prose, Poetry, Grammar, Reading, Writing and Supplementary Reading sections for an enhanced learning experience.

The selection of fiction, non-fiction and drama are of high literary value and cover a range of genres. In the Prose section, we have a folk story in *The Ogress and the Two Orphans*, a poignant story in Oscar Wilde's *The Devoted Friend*, an essay on basic human truths in Gardiner's *On the Rule of the Road*, Dr Kalam's inspirational speech in *The Indomitable Spirit of Youth* and a popular science narrative in Carl Sagan's *The Tunguska Event: Siberia 1908*. The choice of poetry too is wide-ranging, from Poe's debate on Science in *Sonnet to Science* and Sir Henry Wotton's *The Character of a Happy Life* to Sarojini Naidu's *The Soul's Prayer* and contemporary poet, Dr. Sendengulie Nagi's moving poem *Mother's Tears*. The Play *The Tale of Ivan the Fool* is an adaptation of the original short story by Leo Tolstoy.

The reading comprehension questions that follow each of these texts aim to reinforce the students' understanding of facts and develop their ability to make inferences, evaluate what they read and make interpretations.

The Grammar section includes a very comprehensive and systematic teaching of Auxiliaries, Articles, Tenses, Reported Speech in extended texts and Punctuation, as prescribed in the syllabus. There are a number of practice exercises to ensure that the students will have a solid grasp of the items in the Grammar syllabus.

The Reading section has a variety of comprehension passages for practice. The scope of the Writing section includes story writing, dialogue writing and article and report writing. Notes and models are provided for step-by-step guidance on how to write a sample piece and there are adequate practice tasks and exercises.

The Listening and Speaking sections enhance and develop oral-aural skills with several examples and exercises for practice.

The section on Problem-Solving Assessment helps to develop skills in language conventions.

To sum up, the objective of the textbook has been to infuse the programme of study for class IX with depth, rigour and adequate practice, and to be of optimum benefit to the student.

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PROSE

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

1. The Rule of the Road

- Illustrations and Quotes about Liberty
- Additional Reading material and Activity
- Additional Questions with Answer Key

2. The Ogress and the Two Orphans

- Related Stories (Text and Audio)
- Elements of Folktales and Activity
- Additional Questions with Answer Key

3. The Indomitable Spirit of Youth

- Related Speeches
- More Speeches by Dr APJ Abdul Kalam
- Additional Questions with Answer Key

4. The Tunguska Event: Siberia 1908

- Films and Documentaries about the Tunguska Event
- Images of the Tunguska Event
- Additional Questions with Answer Key

5. The Devoted Friend

- Audio Reading and Summary
- Related Reading material and Activity
- Thematic Videos
- Additional Questions with Answer Key

ON THE RULE OF THE ROAD

Alfred George Gardiner (1865–1946) was a British author and journalist, well known for his charming essays that dealt with basic human truths. He was the editor of *The Daily News*, a powerful newspaper of his time, for over fifteen years. Differences of opinion with the owners of the newspaper forced him to resign and put an end to his career in journalism.

In the next phase of his life, he devoted his time to writing essays under the name, ‘Alpha of the Plough’, which proved to be a very successful career. *On Letter Writing*, *On Cats and Dogs*, *On the English Spirit* are well-known essays by Gardiner. His essays are the calm reflections of a man in the autumn of his life. Age and ageing are recurrent themes in his works. Very often, his essays are the result of a remark overheard on a bus, a casual incident involving ordinary people, a headline in a newspaper—insignificant in themselves, but important for analysis. In the words of a critic, Gardiner’s essays, “offer pleasurable reading that coaxes the reader to gently ponder, gently smile—even when the smile is one of sadness or of pity.”

Warm Up

Discuss road traffic in India. Is it very organized? What sort of traffic violations do you see on the road? Why do you think we have rules?

A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for pedestrians, but she replied, “I’m going to walk where I like. We’ve got liberty now.” It did not occur to the dear old lady that if liberty entitled the pedestrian to walk down the middle of the road, then the end of such liberty would be universal chaos. Everybody would be getting in everybody else’s way and nobody would get anywhere. Individual liberty would have become social anarchy.

There is a danger of the world getting liberty-drunk these days, like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It

means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, say, at Piccadilly Circus, steps into the middle of the road and puts out his hand, he is the symbol, not of tyranny, but of liberty. You may not think so. You may, being in a hurry, and seeing your car pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway? Then, if you are a reasonable person, you will reflect that if he did not interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the road in a dressing-gown, who shall say me nay? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or waxing my moustache (which, heaven forbid), or wearing an overcoat and sandals, or going to bed late, or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. And you will not ask me whether you may follow this religion or that, whether you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to shandy.

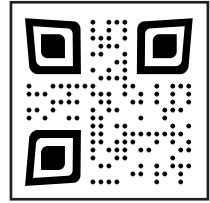
In all these and a thousand other details, you and I please ourselves and ask no one's leave. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practise on the trombone from midnight till three in the morning. If I went on to the top of Everest to do it, I could please myself, but if I do it in my bedroom, my family will object, and if I do it out in the streets, the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet. There are a lot of people in the world, and I have to accommodate my liberty to their liberties.

We are all liable to forget this, and unfortunately, we are much more conscious of the imperfections of others in this respect than of our own. A reasonable consideration for the rights or feelings of others is the foundation of social conduct.

It is in the small matters of conduct, in the observance of the rule of the road, that we pass judgement upon ourselves and declare that we are civilised or uncivilised. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey.

A G Gardiner

Glossary



Petrograd:	former name for St Petersburg in Russia
with no small peril to herself:	open to harm or danger
social anarchy:	public lawlessness
liberty-drunk:	thrilled by the sense of freedom
must be curtailed:	must be checked
Piccadilly Circus:	a busy square in the heart of London—a five road intersection
insolence of office:	rudeness or the arrogance that public positions or offices bring
maelstrom:	scene of confusion (from whirlpool)
accommodation of interests:	take in or consider the interests of many people
Ella Wheeler Wilcox:	American author and poet
shandy:	beer mixed with a soft drink, popular in Western Europe
trombone:	musical instrument in the brass family (like the saxophone)
liable to forget:	we have a tendency to forget; likely to forget

Notes

The essay as a literary form goes back to the French philosopher Montaigne (*Of Idleness, Of Liars*) who wrote in the 1580s. The English essay came into its own with writers such as Francis Bacon (*Of Truth*) in the seventeenth century, followed by popular writers such as Addison, Steele, Charles Lamb and G K Chesterton.

An essay is typically a short prose form whose purpose is to both to instruct and to entertain.

I. Explain with reference to context.

1. *There is a danger of the world getting liberty-drunk these days, like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means.*
 - a. What does the writer mean by “liberty-drunk?”
 - b. How is the old woman “liberty drunk?”
 - c. What does the rule of the road imply?

-  2. *If I choose to go down the road in a dressing-gown, who shall say me nay?... I shall follow my fancy and ask no man's permission.*

Choose the correct answer.

The tone of this extract is:

- a. sarcastic b. defensive c. humorous

II. Answer this question briefly.

How does Gardiner illustrate the argument that individual liberty can easily convert to social anarchy?

III. Answer these questions.

-  1. Look at any one example that Gardiner uses. How does this appeal to you? How does the example serve the purpose?
2. Prove that the rule of the road is the foundation of social conduct.

IV. Think and answer.

1. *In order that the liberties of all may be preserved, the liberties of everybody must be curtailed.* How would you justify this statement made by Gardiner?
2. Is Gardiner's policeman a symbol of tyranny or liberty? Explain in brief.

V. Going Beyond

1. *It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey.*

Think of two other places where we interact with people on a daily basis. How do the encounters here 'sweeten' or 'make bitter' the journey of life? Write an essay of 150 words.

-  2. Work in groups of four. Identify and discuss four areas where freedom must be controlled for the larger good of society. Share your views with the class.

2

THE OGRESS AND THE TWO ORPHANS

This folk story from the Chakesang and the Angami goes back to the traditions of a culture. Folklore includes legends, history, stories, tall stories—a complete narrative package. Oral tradition is the source of all folklore, and provides civilisations the story of our life on earth. In a folktale, a cultural group with a sense of its own identity is likely to share the things that their people believe, do, know, make and say, for example, their customs and traditions, their music, their knowledge of healing, their technique of art and well-known riddles or stories.

Warm Up

What are your three favourite folktales? What do they have in common? What are some popular characters that occur in folktales? You can take examples of both, good and evil characters. One example is an evil dragon that kidnaps the princess. Discuss in pairs and give your answers to the class.

Hundreds of years ago, two boys became orphans at a very early age. They were too young to cultivate land and grow paddy for themselves. As was customary among the Chakhesang Nagas, the two helpless brothers were fed by their relatives in turns. When they grew up, they felt rather ashamed of their helpless position of being dependent on their relatives. They, therefore, started thinking seriously as to how they could start living independently.

Ultimately, they decided to take to trapping animals and birds as a means of livelihood. With the help of the villagers, they constructed a small hut for themselves and started living separately there. Right from the beginning, they became successful trappers, catching enough for their sustenance. In the early stages of their independent living, most of the time they ate meat, maize and vegetables, but later, they cooked rice, which they exchanged for their catch with their relatives, neighbours and friends. The catch included deer, porcupines and birds such as pheasants, quails and partridges. In this process, the two brothers grew independent and became inseparable from each other. They were not only brothers, but also friends.

After a few years of living in this manner, they noticed a peculiar phenomenon in which the heads of the trapped birds were occasionally missing. They could not understand why this happened. So they consulted some elders and were advised to change the location of their hunt. Accordingly, they shifted to some other forests and started trapping there. For some time, they were very happy, but the phenomenon of the missing heads recurred. The two brothers were puzzled. As the boys grew older, they were no longer afraid of the small animals which they thought were responsible for the missing heads. One fine day, they decided to wait at a particular spot to catch the culprit red-handed. As they were armed only with small daos, they decided that they would not stir from their hiding place if big animals were responsible. But if they found that they were small creatures or some other boys who were doing the mischief, they were prepared to put up a fight. So they waited patiently from early morning till evening, but nothing happened.

After a gap of a few days, they positioned themselves again behind a big tree to catch the culprit. To their surprise, an old woman with dishevelled hair, who was an Ogress, appeared and started biting off the heads of the birds in the traps leaving the bodies intact. Initially, the boys were frightened of the clumsy and untidy look of the Ogress. Under the impression that she was an ordinary old woman, they confronted her and asked her why she was doing what she did. They were so angry that they wanted to beat her up. They raised their daos with the intention of hurting her, but her eyes were glued to theirs and they could not look away. Under her magical spell, they saw her to be good-looking and of a loving nature. The old woman did not give any direct answer to their query, but simply said that she was a relative of theirs and that for a long time, she had been looking for them. She also quickly added that she was lucky to find them. Of course, she knew that her magical spell had removed all the doubt from the minds of the two brothers. She then suggested that they should stop trapping birds which was indeed a hard life, and instead, come to live with her the same day. The charm of the Ogress was so strong that the two brothers could not think rationally.

Of course, they didn't know she was an Ogress whose sole desire was to eat them up some day. Under her magical spell, the boys simply followed her coyly on a journey to an unknown region, not knowing what fate awaited them. In the course of that journey, they came upon a big river, which the two brothers were afraid to cross. Realising their fear, the old woman said, "Don't you worry, my boys; there is nothing that I can't do." Quickly removing a charm from her skirt, she commanded the river, "Please let me pass." And to their great amazement, the river parted at once, and all the three walked across the river without even getting their feet wet. Seeing this, the two brothers were mystified and enchanted.

On reaching the other side of the river, the boys started feeling scared, but they could do nothing about it. So they simply followed her. Eventually, the three reached the village of the Ogre and Ogress, where the old woman sternly commanded the two boys always to remain

within her house and never to come out while the sun shone. In that pitiable situation, the fate of the two brothers could be compared to two helpless chicks kept inside a secured basket from where they could never make their way out. Of course, the Ogress did all she could to look after the two boys. For a number of days, she never went outside the house and was always with them, attending to their needs, reassuring them by showing profuse affection to prove that she was a close relation of theirs and that they need not be afraid at all. After the two boys had settled down fairly comfortably, she did not allow them to stay together during the night. Initially, the boys protested, but finally yielded to her suggestion. They stayed together during the day, but slept separately at night. The younger one was kept in the room where the old woman kept all her charms in a basket, while the older one was kept in the outer room, alone.

Within a short while, the boys became healthy, owing to the good food they ate and the lack of physical strain. While the elder brother had complete faith in the Ogress, the younger brother had some reservations—that they were not related to her and felt perhaps, her intention was evil. This was proved when one night, the younger boy who slept in the room of the Ogress, overheard a conversation between the Ogress and her husband. The husband suggested that it was time for him to eat up the young boy who, in his opinion, was fat enough to make a good meal. But the old woman would not yield, suggesting that he should wait for some more time, when they would fatten him a little more. The boy thought that the old woman was talking in her sleep, but then how could she converse with her husband in her sleep? Soon enough, the truth dawned upon him; his hair stood on end and he could not get a wink of sleep that whole night. When he rose in the morning, he waited anxiously to find an opportunity to narrate the frightening conversation to his brother. Would the woman never go to her field that day? The young boy could hardly wait. When at last the old woman went away, the younger brother did not lose any time in telling his elder brother about the frightful conversation. At first, the elder boy did not believe the story at all, as he thought his younger brother might simply have been dreaming. However, at his younger brother's insistence, he consented to an arrangement of exchanging beds that night.

As arranged, when the old woman had gone to sleep, the younger boy stealthily went over to his elder brother's bed and the elder brother went over to the bed by the side of the old woman. When in the dead of night, the Ogress' husband returned home, the elder boy had fallen fast asleep and did not hear any conversation between the Ogress and her husband. The next morning, the younger one asked his brother if he had heard anything that night. Unfortunately, the elder brother said, he had not heard anything as he was fast asleep. So the arrangement was to be repeated, and at the suggestion of the younger brother, the elder brother slept the whole day in order to remain awake throughout the night. Thus, when the Ogress was fast asleep the following night, the two boys exchanged their beds once again. As the elder boy had slept enough during

the day, he remained awake. True to what his younger brother had said, soon after the Ogre's return, he and his wife started talking about the two brothers in hushed voices. While the husband said that he could hardly wait any longer, the Ogress insisted that her husband should wait for just a few days more, and that 'D' Day would come, when the couple would have several wonderful dinners. The elder boy could hardly believe what he was hearing. He was overcome with fear as their death was imminent, yet they had been completely ignorant about it. Although the husband was very unhappy at having to postpone his grand dinner, he reluctantly agreed to the Ogress' suggestion to wait. How lucky were the boys that 'D' Day was postponed! The elder boy was profusely sweating out of crippling fear, but he was careful not to show any sign of movement. After he was sure that the couple had fallen asleep, he went back to his own bed and the younger one returned to his.

As morning broke, each of the boys knew that they were to make haste to return home, but how to do so was the problem. The Ogress noticed the red eyes of the elder brother and enquired what was wrong. Fully knowing that any sign of nervousness would betray their plan, he told her that his younger brother had thrown some dust into his eyes while playing the previous day and this had caused the irritation in his eyes. Fortunately, the Ogress did not doubt his explanation and the boy sighed in relief.

After the old woman went off to the field, the two brothers rushed into each others' arms. Within a few minutes, the decision to escape was taken without the exchange of many words, as they realised there was no time to lose. After they released each other from their embrace, the younger brother immediately rushed into the Ogress' room and picked up all the charms which the Ogress had. Their choice was either to be eaten up by the Ogre and Ogress or to be drowned in the river in case the charms did not work. At any rate, they preferred to die a watery death than to be torn into pieces and eaten up. The two dashed into the jungle with all the charms tightly held in their palms. After they had covered a certain distance, they came out onto an open path and ran as fast as their feet could carry them.

Several hours later, they came to the big river. They were bewildered as to how to use the charms. Meanwhile, the Ogress and Ogre discovered that the two boys had escaped along with the charms and they started in pursuit of them. Indeed, there was imminent danger for the two brothers—if caught by the Ogre and Ogress, death was a certainty. On the bank of the river, the boys racked their brains as to which charm to use and how it had been used by the Ogress while crossing the river on the earlier occasion. After many attempts, they succeeded in using the right charm and the river parted. Their relief was so immense, that the brothers embraced each other and waited for a few moments, as the Ogress had done previously. Soon enough, the two brothers crossed the river comfortably and went over to the other side of the bank. They looked back towards the opposite side. The boys were indeed lucky to have crossed the river just as the Ogre and the Ogress almost reached the bank. The Ogress and the Ogre realised it was useless and their chase had to be abandoned.

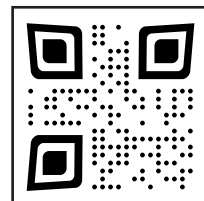
Obviously, devoid of the charms, they could not cross the river. They looked helplessly at the two fattened boys who had just escaped the jaws of death. The couple started fighting and tearing at each other. To the utter discomfiture of the couple, the two brothers pointed at them and laughed heartily at their behaviour. It was only the grace of God that had saved the two brothers.

The villagers were astonished to see the two brothers alive. They were sure that either the Ogre or the Ogress had eaten them up or they had drowned in the river. As was customary, upon the boys' disappearance, the entire village had organised a thorough search, but gave it up when they found the footprints of the Ogress at their trapping site. Naturally, in the wake of their safe return, the entire village was overjoyed and they celebrated, 'Deliverance Day'. Since the charms were in the boys' possession now, they needed no longer to be fearful of the dreadful acts of the Ogress and the Ogre. The story goes on to say that even after their return, the two brothers took to trapping as their permanent profession. They also grew rich and lived a very comfortable life ever after.

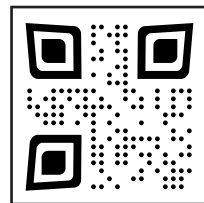
R Luikham

Glossary

sustenance:	food and existence
a peculiar phenomenon:	strange occurrence
daos:	knife with a broad blade (tool)
dishevelled hair:	unkempt, messy hair
ogress:	(female) in folklore, a man-eating giant
confronted:	met her face to face in order to ask her
think rationally:	think clearly or wisely
coyly:	timidly
mystified:	bewildered; perplexed
a secured basket:	basket that was firmly closed
profuse:	plenty of
had some reservation:	had doubts; not convinced
would not yield:	would not give in
'D' Day:	an important day on which a large scale operation is planned (the reference goes back to 6 June 1944 in connection to the Allied invasion of Normandy in World War II)
imminent:	just about to happen
watery death:	drown



bewildered:	puzzled; confused
racked their brain:	tried hard to remember
devoid of:	without (the charm)
to their utter discomfiture:	to their complete embarrassment



Notes

This folk tale has been recorded and stored for future generations. Building folklore storehouses is of great value, both at regional and national levels. Writers from the region, such as Temsula Ao and Easterine Iralu, are contributing in a big way in preserving these invaluable chronicles of human history. Therefore, even as this tale creates interest in its story form, it goes well beyond literary concerns to enter areas of cultural studies and social anthropology.

I. Explain with reference to context.

This was proved when one night, the younger boy who slept in the room of the Ogress, overheard a conversation between the Ogress and her husband.

- What was proved?
- What happened in the conversation that the younger brother overheard?
- How did the older brother react to the younger brother's discovery?

II. Answer these questions briefly.

- How did the Ogress alter the boys' perception of her with a magical spell?
- Describe how the Ogress reassured the boys that she was their close relative.

III. Answer these questions.

- Explain the phenomenon of the 'missing heads'. What does this tell the reader about the direction of the story?
- Identify elements of the folk tale that characterise 'The Ogress and the Two Orphans'. You can refer to the note below before you write your answer.

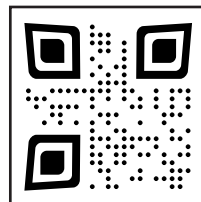
A folk tale is a short narrative handed down through oral tradition, with various tellers and groups modifying it and adding to it. Most folktales eventually move from oral tradition to written form. The content of folktales includes myths, legends, fables, tall tales, ghost stories, humourous anecdotes and fairy tales.
(‘A Handbook to Literature’ by C Hugh Holman)

IV. Think and answer.

1. Why didn't the Ogress kill the brothers at once when she met them?
2. Why do you think the Ogress made the brothers sleep in different rooms?
3. What is the message of this folktale?

V. Going Beyond

1. What is the relevance of the story of ‘The Ogress and the Two Orphans’ to students today? Write an essay of 150 words, sharing your views.
2. If you could get a magic charm, what would you use it for? Write your answer in a short paragraph.
3. Does the ‘fattening’ of the boys remind you of a similar incident in a fairy tale from another part of the world? Can you recall the story?



THE INDOMITABLE SPIRIT OF YOUTH

Dr APJ Abdul Kalam (1931–2015), the eleventh President of India (2002–2007) was a distinguished scientist and eminent thinker. Kalam was an aerospace engineer and administrator with ISRO and DRDO. Often known as the ‘Missile Man of India’, Kalam contributed greatly in developing ballistic missiles, including the Agni.

In his book, *India 2020*, Dr Kalam advocates his plans to develop India as a first-world nation by 2020. He received several awards, including the Bharat Ratna, which is India’s highest civilian honour. Dr Kalam is known for his motivational speeches and his enthusiastic interaction with the youth of India. *The Indomitable Spirit of Youth* is an adaptation of his speech to Indian school students during a 2013 visit to the Gulf nations.

Warm Up

Who is someone you look up to and would call your role model? Why do you look up to them? Do you think it is important to have a role model? Share your opinions with the class.

My greetings to you all!

Wings to Fly

Dear young friends, I am sure every one of you has made up your mind on what you want to achieve in the future. And I am sure each one of you will definitely achieve that goal.

But how does one work towards achievement? Are there any steps to follow?

There are four proven steps and I would like to share them with you today—first, have an aim in life before the age of twenty; second, work hard towards that aim; third, acquire knowledge continuously during the quest; and fourth, learn to persevere against the odds and succeed.

Achievement comes from the fire of the strong sub-conscious mind that says “I WILL win!” Always remember, education gives you wings to fly. So, each one of you must let your education shape your ‘wings of fire’. Your wings of fire will lead you to great achievements in your life and your career. Think to yourself, “I WILL win!” and you will fly.

Unique Achievers

When I see the youth of today with their dreams to achieve great things, I am reminded of a few unique achievers who dreamt like you and achieved great things in life. Who are these people? What can you learn from them? How can you become unique achievers like them? Let us study a few of them and their contributions.

Dear friends, look up. What do you see? The light, the electric bulb. Immediately, our thoughts go to its inventor. Who was he? Yes, it is **Thomas Alva Edison**. What a unique contribution he has made to the electrical lighting system!

Next, when you hear the sound of an aeroplane going over your house, whom do you think of? Yes. The **Wright Brothers** proved that man could fly, of course, at heavy risk and cost. But they did it.

Whom does the telephone remind you of? Of course, the one and only **Alexander Graham Bell**!

When everybody considered sea travel a tough experience, one unique person thought otherwise. During his long voyage from the United Kingdom to India, he thought of many questions. He pondered about why the horizon, where the sky and the sea meet, looks blue. He began to research. His research resulted in the phenomena of scattering of light. He was our own **Sir CV Raman** and he was awarded the Nobel Prize for his work.

I am sure you know a famous Indian Mathematician who did not have formal higher education but had an inexhaustible spirit and love for Mathematics. His contributions to the treasure houses of mathematical research are still under serious study and engage international minds even today. He was a unique Indian genius who melted the heart of the tough and outstanding Cambridge mathematician, Prof. G H Hardy. In fact, it is not an exaggeration to say that Prof. Hardy discovered this great mathematician for the world. This mathematician was, of course, **Srinivasa Ramanujan**, for whom every number was a divine manifestation.

Who was the Indian scientist famous for the Chandra Limit? The Chandra Limit describes the maximum mass (~ 1.44 solar masses) of a white dwarf star, or equivalently, the minimum mass for which a star will ultimately collapse into a neutron star to black hole following a supernova. It is the Nobel Laureate **Chandrasekhar Subramanian**.

Another unique achiever was a great lady of science who discovered radium. She won not one, but two Nobel Prizes—one for Physics and another for Chemistry. Who was she? Yes,

she was **Madam Curie**. Madam Curie discovered radium while she was doing research on the effect of radiation on the human system. The same radiation which she discovered, affected her and she sacrificed her life while trying to remove human pain and suffering.

Unique You

Whenever I described great scientific inventions from the history of science, you all reacted at once. Each scientist or technologist who was responsible for that invention was a unique personality. Dear friends, can you join such unique achievers of scientific history? You can.

I have, so far, met 18 million youth in a decade's time. I have found that every youth just like you, wants to be unique, but the world all around is doing its best, day and night, to make them just like everybody else.

At home, you are asked by your parents to be like the neighbours' children and score good marks. When you go to school, your teacher asks, "Why don't you become one of the first five rankers in the class?" Wherever you go, they are saying, "You have to be somebody else or everybody else."

Would you like that or would you like to be unique in yourself?

The challenge is that you have to fight the hardest battle any human being can ever imagine; and never stop fighting until you arrive at your destined place, that is, a **UNIQUE YOU!**

The Knowledge Equation

Friends, when you leave your school, a great friend is accompanying you. Who is that friend? That friend is Knowledge. Let me share with you what I call the Knowledge equation.

Knowledge = Creativity + Righteousness + Courage

Let me take up the first component.

Creativity

Learning gives Creativity

Creativity leads to Thinking

Thinking provides Knowledge

Knowledge makes you great!

The next component of Knowledge is Righteousness. What is it? Righteousness is described in a divine hymn.

Righteousness

Where there is righteousness in the heart,

There is beauty in the character.

When there is beauty in the character,

There is harmony in the home.

When there is harmony in the home,

There is order in the nation.

When there is order in the nation,

There is peace in the world.

The question is, how do we inculcate Righteousness in the heart? In my opinion, there are three people who can build Righteousness in the heart of the youth. One is Mother. The second is Father, in a spiritual environment and the third, and the most important, is the Teacher, particularly the primary school teacher.

The third component of the Knowledge equation is Courage, which is defined as follows–

Courage

Courage to think different,

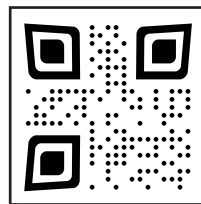
Courage to invent,

Courage to travel into an unexplored path,

Courage to discover the impossible,

Courage to combat the problems and succeed.

From where will you acquire Knowledge? I would say from the home, from good books, good teachers, from the teaching environment and from good human beings. When schools teach students to use Knowledge with Creativity, Righteousness and Courage, our nation will have a large number of empowered and enlightened citizens. This is vital for the growth of the individual, the growth of the family, the growth of the nation and the promotion of peace in the world.



Let not thy winged days, be spent in vain

As you all know, the earth rotates on its own axis once in a day having 24 hours or 1440 minutes or 86400 seconds. The earth itself orbits around the sun. It takes nearly one year for an orbit. The completion of one rotation of the earth around the sun adds one year to your age. Seconds fly, minutes fly, hours fly, days fly and years fly. We have no control over that. The only thing that we can do while time flies, is navigate time wisely.

“Let not thy winged days, be spent in vain.”

I can do it

Friends, before I conclude, allow me to share the dream of a young student I met in 2006.

When I was the President of India, I met a group of students from the Lead India 2020 movement on 28 August 2006. I asked all of them one question. “What do you want to become?” Out of the several students who responded, there was one visually challenged boy studying in class IX who got up. His name was Srikanth and he answered, “I will become the first visually challenged President of India!” I was very happy to hear his ambition. Aiming small is a crime. Hence, I congratulated him on setting his goal and told him to work hard on his wings of fire.

He worked hard and got 90% in class X and 96% in the Intermediate. He set a goal to study Engineering in MIT, Boston USA. His relentless hard work not only secured him a seat but also got him a full fee waiver from MIT, Boston. Seeing the impact of the Lead India 2020 training on Srikanth, the Lead India 2020 movement and GE volunteers funded his travel to USA. Today, he is pursuing his studies at MIT, Boston. When GE offered him a job in USA on completion of his graduation, he told them that he would certainly come back, if he could not become the President of India! The boy's confidence amidst the difficulties and challenges he must have faced is commendable.

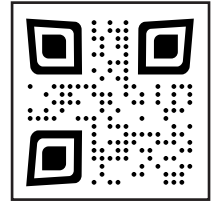
The youth of today possess many unique qualities. As the future of the nation, promise you will work with courage to achieve success in all your goals. Set off on your wings of fire and become unique achievers with your own unique missions.

I wish you all great success in the years ahead.

May God bless you.

Dr Abdul Kalam

Glossary



achievement:	success; attaining one's goals
sub-conscious:	inner self; unconscious
wings of fire:	a passing reference to Abdul Kalam's autobiography 'Wings of Fire' that captures his humble beginnings, his attainments in space research and becoming the President of India
unique:	only one of its kind; exceptional
Thomas Alva Edison:	(1847–1931) An American inventor and businessman whose many devices greatly influenced life around the world. They include the phonograph, the motion picture camera and the electric light bulb.
Wright brothers:	Orville (1871–1948) and Wilbur (1867–1912) Wright, two American brothers, inventors, and aviation pioneers who invented and built the world's first successful airplane and attempted the first controlled human flight
Alexander Graham Bell:	(1847–1922) A Scottish-born scientist, inventor, engineer and innovator who invented the first practical telephone and changed the way the world communicated forever.
Sir C V Raman:	(1888–1970) Sir Chandrasekhara Venkata Raman, an Indian physicist, whose path-breaking work in the field of light scattering earned him the 1930 Nobel Prize for Physics.
Srinivasa Ramanujan:	(1887–1920) One of India's greatest mathematical geniuses, who, with almost no formal training in pure Mathematics, made extraordinary contributions to mathematical analysis, number theory, infinite series and continued fractions.
Chandrasekhar Subramanian:	(1910–1995) An Indian American scientist, teacher and scholar whose contributions spanned astrophysics, physics and applied mathematics. Along with William A Fowler, he was awarded the 1983 Nobel Prize for Physics for his mathematical theory of black holes.
Madam Curie:	(1867–1934) Marie Curie, a Polish and naturalised-French physicist and chemist who conducted pioneering research on radioactivity.

Lead India 2020 movement:	A 'second national movement' set in motion by Dr Abdul Kalam, where youth are being trained to lead India to lead the world by 2020. The Lead India 2020 Foundations is a non-profit, non-political trust, that trains and nurtures the youth to become vibrant change agents among communities/villages of India.
waiver:	here, exemption from paying fees
MIT:	Massachusetts Institute of Technology, founded in 1861, to advance knowledge and educate students in science, technology and other areas of scholarship.
GE:	General Electric, one of the corporate supporters of Kalam's <i>Lead 2020</i> movement.

I. Explain with reference to context.

1. *Another unique achiever was a great lady of science who discovered radium. She won not one, but two Nobel Prizes...*
 - a. Who is being mentioned here?
 - b. For what two categories did she receive the Nobel Prize?
 - c. How did she discover radium?
2. *I asked all of them one question. "What do you want to become?" Out of the several students who responded, there was one visually challenged boy studying in class IX who got up.*
 - a. How did the boy answer this question?
 - b. What was Dr. Kalam's reaction to his answer?
 - c. What is the boy currently doing?

II. Answer these questions briefly.

1. What battle must students fight to retain their uniqueness?
2. *Let not thy winged days, be spent in vain.* What is Dr Kalam's warning here?
3. Why did Srikanth impress Dr Kalam?

III. Answer these questions.

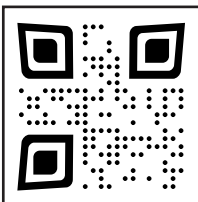
1. *Let your education shape your 'wings of fire'.* Discuss.
2.  *Think to yourself, "I WILL win!"* Comment on Dr Kalam's purpose behind this statement.

IV. Think and answer.

1. Analyse the four steps Dr Kalam suggests for achieving goals. How might these steps be adapted to fit different life goals and circumstances?
2. Reflect on the unique achievers mentioned in the passage, such as Thomas Edison, the Wright Brothers and Srinivasa Ramanujan. What common qualities or characteristics do you think contributed to their success?
3. Why is Righteousness important in one's life? Who according to you is the biggest influencer of Righteousness in our lives?
4. Dr Kalam says "aiming small is a crime." Do you agree or disagree with this statement, and why? Is there a balance between setting ambitious goals and being realistic? Explain.

V. Going Beyond

1.  Is there a difference between a unique achiever and a unique YOU? Share your views in an essay of 150 words.
2. Work in pairs. Discuss your ambition in life. Your partner will comment on the challenges you may face to realise this goal. You must explain how you will overcome the odds and succeed. Reverse roles and then discuss your partner's ambition in life.



4

THE TUNGUSKA EVENT: SIBERIA 1908

Carl Sagan (1934–1996) was an American astronomer who contributed greatly to the Mariner, Viking and Voyager expeditions to the planets. He did extensive research on extra-terrestrial life. He believed that humans must understand the nature of the universe. The history of mankind has always acknowledged that science and civilisations grew up together. It was important for the welfare of the human race to understand scientific ideas and comprehend cosmic evolution.

Sagan is also the author of popular science books such as *The Dragons of Eden*, science fiction such as *Contact*, and the award winning 1980 television series *Cosmos: A Personal Voyage*, watched by over 500 million viewers. Sagan narrated and co-wrote the series, which was later written as the book, *Cosmos*.

Sagan was a recipient of the Joseph Priestly Award ‘for distinguished contributions to the welfare of mankind’, and the Pulitzer Prize for literature.

Warm Up

Do you know of any naturally occurring unexplained phenomena or events? How do natural phenomena affect us? Is there awe and a sense of wonder created even by something destructive, for example a tsunami?

The Earth is a lovely and more or less placid place. Things change, but slowly. We can lead a full life and never personally encounter a natural disaster more violent than a storm. And so we become complacent, relaxed, unconcerned. But in the history of Nature, the record is clear. Worlds have been devastated. On the landscapes of other planets where the records of the past have been preserved, there is abundant evidence of major catastrophes. It is all a matter of time scale. An event that would be unthinkable in a hundred years may be inevitable in a hundred million. Even on the Earth, even in our own century, bizarre natural events have occurred.

In the early morning hours of June 30, 1908, in Central Siberia, a giant fireball was seen moving rapidly across the sky. Where it touched the horizon, an enormous explosion took

place. It levelled some 2,000 square kilometres of forest and burned thousands of trees in a flash fire near the impact site. It produced an atmospheric shock wave that twice circled the Earth. For two days afterwards, there was so much fine dust in the atmosphere that one could read a newspaper at night by scattered light in the streets of London, 10,000 kilometres away.

The government of Russia under the Czars could not be bothered to investigate so trivial an event, which, after all, had occurred far away, among the backward Tungus people of Siberia. It was ten years after the Revolution before an expedition arrived to examine the ground and interview the witnesses. These are some of the accounts they brought back:

Early in the morning, when everyone was asleep in the tent, it was blown up into the air, together with the occupants. When they fell back to Earth, the whole family suffered slight bruises, but Akulina and Ivan actually lost consciousness. When they regained consciousness they heard a great deal of noise and saw the forest blazing round them and much of it devastated.

I was in the fields...and had only just got one horse harnessed to the harrow and begun to attach another, when suddenly, I heard what sounded like a single loud shot to the right. I immediately turned round and saw an elongated flaming object flying through the sky. The front part was much broader than the tail end and its colour was like fire in the day-time. It was many times bigger than the sun but much dimmer, so that it was possible to look at it with the naked eye. Behind the flames trailed what looked like dust. It was wreathed in little puffs, and blue streamers were left behind from the flames...As soon as the flame had disappeared, bangs louder than shots from a gun were heard, the ground could be felt to tremble, and the window panes in the cabin were shattered.

This remarkable occurrence is called the Tunguska Event. Some scientists have suggested that it was caused by a piece of hurtling antimatter, annihilated on contact with the ordinary matter of the Earth, disappearing in a flash of gamma rays. But the absence of radioactivity at the impact site gives no support to this explanation. Others postulate that a mini black hole passed through the Earth in Siberia and out the other side. But the records of atmospheric shock waves show no hint of an object booming out of the North Atlantic later that day. Perhaps it was a spaceship of some unimaginably advanced extraterrestrial civilisation in desperate mechanical trouble, crashing in a remote region of an obscure planet. But at the site of the impact there is no trace of such a ship. Each of these ideas has been proposed, some of them more or less seriously. Not one of them is strongly supported by the evidence. The key point of the Tunguska Event is that there was a tremendous explosion, a great shock wave, an enormous forest fire, and yet there no impact crater at the site. There seems to be only one explanation consistent with all the facts—in 1908 a piece of comet hit the Earth.

In the vast spaces between the planets, there are many objects, some rocky, some metallic, some icy, some composed partly of organic molecules. They range from grains of dust to irregular blocks the size of Nicaragua or Bhutan. And sometimes, by accident, there is a

planet in the way. The Tunguska Event was probably caused by an icy cometary fragment about a hundred metres across—the size of a football field—weighing a million tonnes, moving at about 30 kilometres per second, 70,000 miles per hour.

If such an impact occurred today, it might be mistaken, especially in the panic of the moment, for a nuclear explosion. The cometary impact and fireball would simulate all effects of a one-megaton nuclear burst, including the mushroom cloud, with two exceptions: there would be no gamma radiation or radioactive fallout. Could a rare but natural event, the impact of a sizable cometary fragment, trigger a nuclear war? A strange scenario: a small comet hits the Earth, as millions of them have, and the response of our civilisation is promptly to self-destruct. It might be a good idea for us to understand comets and collisions and catastrophes a little better than we do. For example, an American Vela satellite detected an intense double flash of light from the vicinity of the South Atlantic and Western Indian Ocean on September 22, 1979. Early speculation held that it was a clandestine test of a low yield (two kilotonnes, about a sixth the energy of the Hiroshima bomb) nuclear weapon by South Africa or Israel. The political consequences were considered serious around the world. But what if the flashes were instead caused by the impact of a small asteroid or a piece of a comet? Since airborne over-flights in the vicinity of the flashes showed not a trace of unusual radioactivity in the air, this is a real possibility and underscores the dangers in an age of nuclear weapons of not monitoring impacts from space better than we do.

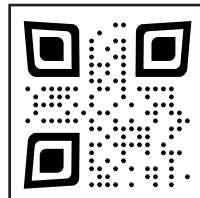
A comet is made mostly of ice-water (H_2O) ice, with a little methane (CH_4) ice, and some ammonia (NH_3) ice. Striking the Earth's atmosphere, a modest cometary fragment would produce a great radiant fireball and a mighty blast wave, which would burn trees, level forests and be heard around the world. But it might not make much of a crater in the ground. The ices would all be melted during entry. There would be few recognisable pieces of the comet left—perhaps only a smattering of small grains from the non-icy parts of the cometary nucleus. Recently, the Soviet scientist E Sobotovich has identified a large number of tiny diamonds strewn over the Tunguska site. Such diamonds are already known to exist in meteorites that have survived impact, and that may originate ultimately from comets.

On many a clear night, if you look patiently up at the sky, you will see a solitary meteor blazing briefly overhead. On some nights, you can see a shower of meteors, always on the same few days of every year—a natural fireworks display, an entertainment in the heavens. These meteors are made by tiny grains, smaller than a mustard seed. They are less shooting stars than falling fluff. Momentarily brilliant as they enter the Earth's atmosphere, they are heated and destroyed by friction at a height of about 100 kilometres. Meteors are the remnants of comets. Old comets, heated by repeated passages near the Sun, break up, evaporate and disintegrate. The debris spreads to fill the full cometary orbit. Where that orbit intersects the orbit of the Earth, there is a swarm of meteors waiting for us. Some part of the swarm is always at the same position in the Earth's orbit, so the meteor shower is always observed on the same day of every year. June 30, 1908 was the day of the Beta Taurid meteor shower, connected with the orbit of Comet Encke. The Tunguska Event

seems to have been caused by a chunk of Comet Encke, a piece substantially larger than the tiny fragments that cause those glittering, harmless meteor showers.

Carl Sagan

Glossary



placid:	peaceful; calm
complacent:	without worry; content
devastated:	destroyed
catastrophe:	disaster; event causing great suffering
inevitable:	to be expected; unavoidable
bizarre:	strange; weird
flash fire:	sudden fire
impact site:	the area of the crash
atmospheric shock wave:	The Tunguska event and the 2013 Russian meteor event have been documented as evidence of atmospheric shock wave produced by massive meteoroids. When a meteor enters the earth's atmosphere it releases shock waves that travel at high speeds and very high levels of energy.
harrow:	an implement used in agriculture—has a frame set with teeth to break up mud and cover seed
antimatter:	a form of matter (substance which the things in the universe are made of) consisting of antiparticles
annihilated:	completely destroy
gamma rays:	also known as gamma radiation; refers to electromagnetic radiation
radioactivity:	emission of particles caused by the spontaneous disintegration of atomic nuclei
postulate:	assume a fact as the basis for reasoning
black hole:	region of space with a high gravitational field—nothing can escape it, not even light
extraterrestrial:	outer space (terra island)
obscure:	not well known
simulate:	imitate (a real event)
megaton:	explosive force—a million tonnes
mushroom cloud:	mushroom shaped cloud resulting from a large explosion, like nuclear explosion
collision:	instance of striking violently
self-destruct:	to destroy itself
vicinity:	surrounding area

clandestine:	something done secretly, usually against the law
remnants:	loose ends; leftovers

Notes

The selection is taken from Chapter IV of *Cosmos*, titled 'Heaven and Hell'. Sagan introduces his readers to the world of comets and meteors, and the inevitable collision that happens when planets come in the way. Sagan warns that humans must understand the phenomenon of natural catastrophe. Otherwise man may act impulsively, assuming the catastrophe is a nuclear strike and take the world on the path of destruction. *Cosmos*, a brilliant example of scientific documentary, opens up the world of outer space through an exciting journey for the common reader.

I. Explain with reference to context.

1. *There seems to be only one explanation consistent with all the facts...*
Choose the correct answer.
What do the scientists think is the most plausible answer to what happened the night of the Tunguska Event?
 - a. a piece of flying antimatter exploded on contact with the matter on Earth
 - b. a mini black hole passed through the Earth
 - c. a piece of a comet hit the Earth
 - d. an alien spaceship crashed on Earth
2. *Could a rare but natural event, the impact of a sizable cometary fragment trigger a nuclear war?*
 - a. What is the event that is mentioned here?
 - b. Why would it trigger a nuclear war?
 - c. What does Sagan suggest we do in order to prevent a nuclear war?

II. Answer these questions briefly.

1. What does Sagan mean when he says, 'it's all a matter of time-scale', in relation to catastrophe?
2. How do natural events such as these simulate nuclear explosions?

III. Answer these questions.

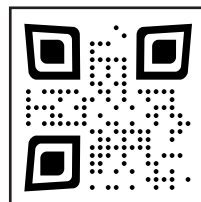
1. What are the three explanations offered for the Tunguska Event? Why are these explanations not plausible?
2. Describe the cause of the Event.

IV. Think and answer.

1. *The government of Russia under the Czars could not be bothered to investigate so trivial an event, which, after all, had occurred far away, among the backward Tungus people of Siberia.*
 - a. What seems to be the writer's tone in the first part of this sentence? Under what circumstances do you think the government might have investigated the event?
 - b. Do you think the event that had happened was trivial? Do you think the writer considered it trivial? Explain your answers.
2. *A strange scenario: a small comet hits the Earth, as millions of them have, and the response of our civilisation is promptly to self-destruct.*
 - a. Explain this line briefly. Would you also describe this scenario as 'strange'?
 - b. What would be a more natural response to an event like a comet hitting the Earth?
3. What has been described in the text as 'an entertainment in the heavens'? Imagine the event (or look at pictures of such an event) and come up with your own term to describe it.

V. Going Beyond

1. In our daily life, what is the danger of becoming 'complacent, relaxed and unconcerned'? Share your views in an essay of 150 words.
2. Do intelligent extraterrestrial life forms exist? Should we investigate the matter more deeply? Why/Why not? Work in groups and debate the topic. Share your group's final stand with the class.



5

THE DEVOTED FRIEND

Oscar Wilde (1854–1900) was an Irish writer and poet. In the 1890s, he became one of London’s most popular playwrights. His brilliant and witty play, *The Importance of Being Earnest*, continues to enjoy immense popularity. He wrote fiction both for adults and for children. His novel, *The Picture of Dorian Grey*, has been made into a film. Young readers remember Wilde with particular fondness for his charming and touching stories, such as *The Selfish Giant*.

The Devoted Friend appears in the collection *The Happy Prince and Other Tales*, published in 1888. Wilde’s children stories celebrate the innocence of the young. They also offer insights into the difficult living conditions of people, their struggles, fears and hopelessness, and their essential goodness.

Oscar Wilde wrote at a time when literature was opening up to whoever could and wanted to read. It was no longer the privilege of a few. Wilde’s writing, understandably, made an impact on the readers of his day.

Warm Up

What sort of qualities do you think a friend should have? Can friendship be one-sided, where only one person has these qualities?

One morning, the old Water-rat put his head out of his hole. He had bright beady eyes and stiff grey whiskers and his tail was like a long bit of black India-rubber. The little ducks were swimming about in the pond, looking just like a lot of yellow canaries, and their mother, who was pure white with real red legs, was trying to teach them how to stand on their heads in the water.

“You will never be in the best society unless you can stand on your heads,” she kept saying to them, and every now and then, she showed them how it was done. But the little ducks paid no attention to her. They were so young that they did not know what an advantage it is to be in society at all.

“What disobedient children!” cried the old Water-rat, “They really deserve to be drowned.”

“Nothing of the kind,” answered the Duck, “everyone must make a beginning, and parents cannot be too patient.”

“Ah! I know nothing about the feelings of parents,” said the Water-rat, “I am not a family man. In fact, I have never been married, and I never intend to be. Love is all very well in its way, but friendship is much higher. Indeed, I know of nothing in the world that is either nobler or rarer than a devoted friendship.”

“And what, pray, is your idea of the duties of a devoted friend?” asked a Green Linnet, who was sitting in a willow-tree near by, and had overheard the conversation.

“Yes, that is just what I want to know,” said the Duck, and she swam away to the end of the pond, and stood upon her head, in order to give her children a good example.

“What a silly question!” cried the Water-rat. “I should expect my devoted friend to be devoted to me, of course.”

“And what would you do in return?” said the little bird, swinging upon a silver spray, and flapping his tiny wings.

“I don’t understand you,” answered the Water-rat.

“Let me tell you a story on the subject,” said the Linnet.

“Is the story about me?” asked the Water-rat. “If so, I will listen to it, for I am extremely fond of fiction.”

“It is applicable to you,” answered the Linnet, and he flew down, and alighting upon the bank, he told the story of The Devoted Friend.

“Once upon a time,” said the Linnet, “there was an honest little fellow named Hans.”

“Was he very distinguished?” asked the Water-rat.

“No,” answered the Linnet, “I don’t think he was distinguished at all, except for his kind heart, and his funny, round, good-humoured face. He lived in a tiny cottage all by himself, and every day he worked in his garden. In all the country-side, there was no garden so lovely as his. Sweet-william grew there, and Gilly-flowers, and Shepherds’-purses, and Fair-maids of France. There were damask Roses, and yellow Roses, lilac Crocuses, and gold, purple Violets and white Columbine and Ladysmock, Marjoram and Wild Basil, the Cowslip and the Flower-de-luce, the Daffodil and the Clove-Pink bloomed or blossomed in their proper order as the months went by, one flower taking another flower’s place, so that there were always beautiful things to look at, and pleasant odours to smell.

“Little Hans had a great many friends, but the most devoted friend of all was big Hugh, the Miller. Indeed, so devoted was the rich Miller to little Hans, that he would never go by his garden without leaning over the wall and plucking a large nosegay, or a handful of sweet herbs, or filling his pockets with plums and cherries if it was the fruit season.

‘Real friends should have everything in common,’ the Miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such noble ideas.

‘Sometimes, indeed, the neighbours thought it strange that the rich Miller never gave little Hans anything in return, though he had a hundred sacks of flour stored away in his mill, and six milch cows, and a large flock of woolly sheep, but Hans never troubled his head about these things, and nothing gave him greater pleasure than to listen to all the wonderful things the Miller used to say about the unselfishness of true friendship.

‘So little Hans worked away in his garden. During the spring, the summer, and the autumn, he was very happy, but when the winter came, and he had no fruit or flowers to bring to the market, he suffered a good deal from cold and hunger, and often had to go to bed without any supper but a few dried pears or some hard nuts. In the winter, also, he was extremely lonely, as the Miller never came to see him then.

‘There is no good in my going to see little Hans as long as the snow lasts,’ the Miller used to say to his wife, ‘for when people are in trouble they should be left alone, and not be bothered by visitors. That at least is my idea about friendship, and I am sure I am right. So I shall wait till the spring comes, and then I shall pay him a visit, and he will be able to give me a large basket of primroses and that will make him so happy.’

‘You are certainly very thoughtful about others,’ answered the Wife, as she sat in her comfortable armchair by the big pinewood fire; ‘very thoughtful indeed. It is quite a treat to hear you talk about friendship. I am sure the clergyman himself could not say such beautiful things as you do, though he does live in a three-storied house, and wear a gold ring on his little finger.’

‘But could we not ask little Hans up here?’ said the Miller’s youngest son. ‘If poor Hans is in trouble, I will give him half my porridge, and show him my white rabbits.’

‘What a silly boy you are!’ cried the Miller; ‘I really don’t know what is the use of sending you to school. You seem not to learn anything. Why, if little Hans came up here, and saw our warm fire, and our good supper, and our great cask of red wine, he might get envious, and envy is a most terrible thing, and would spoil anybody’s nature. I certainly will not allow Hans’ nature to be spoiled. I am his best friend, and I will always watch over him, and see that he is not led into any temptations. Besides, if Hans came here, he might ask me to let him have some flour on credit, and that I could not do. Flour is one thing, and friendship is another, and they should not be confused. Why, the words are spelt differently, and mean quite different things. Everybody can see that.’

‘How well you talk!’ said the Miller’s Wife, pouring herself out a large glass of warm ale, ‘really I feel quite drowsy. It is just like being in church.’

‘Lots of people act well,’ answered the Miller, ‘but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the finer thing also.’ He looked sternly across the table at his little son, who felt so ashamed of himself that he hung his head down, and grew quite scarlet, and began to cry into his tea. However, he was so young that you must excuse him.”

“Is that the end of the story?” asked the Water-rat.

“Certainly not,” answered the Linnet, “that is the beginning.”

“Then you are quite behind the age,” said the Water-rat. “Every good story-teller nowadays starts with the end, and then goes on to the beginning, and concludes with the middle. That is the new method. I heard all about it the other day from a critic who was walking round the pond with a young man. He spoke of the matter at great length, and I am sure he must have been right, for he had blue spectacles and a bald head, and whenever the young man made any remark, he always answered ‘Pooh!’ But pray go on with your story. I like the Miller immensely. I have all kinds of beautiful sentiments myself, so there is a great sympathy between us.”

“Well,” said the Linnet, hopping now on one leg and now on the other, “as soon as the winter was over, and the primroses began to open their pale yellow stars, the Miller said to his wife that he would go down and see little Hans.

‘Why, what a good heart you have!’ cried his Wife. ‘You are always thinking of others. And mind you take the big basket with you for the flowers.’

“So the Miller tied the sails of the windmill together with a strong iron chain, and went down the hill with the basket on his arm.

‘Good morning, little Hans,’ said the Miller.

‘Good morning,’ said Hans, leaning on his spade, and smiling from ear to ear.

‘And how have you been all the winter?’ said the Miller.

‘Well, really,’ cried Hans, ‘it is very good of you to ask, very good indeed. I am afraid I had rather a hard time of it, but now the spring has come, and I am quite happy, and all my flowers are doing well.’

‘We often talked of you during the winter, Hans,’ said the Miller, ‘and wondered how you were getting on.’

‘That was kind of you,’ said Hans, ‘I was half afraid you had forgotten me.’

‘Hans, I am surprised at you,’ said the Miller. ‘Friendship never forgets. That is the wonderful thing about it, but I am afraid you don’t understand the poetry of life. How lovely your primroses are looking, by-the-by!’

‘They are certainly very lovely,’ said Hans, ‘and it is a most lucky thing for me that I have so many. I am going to bring them into the market and sell them to the Burgomaster’s daughter, and buy back my wheelbarrow with the money.’

‘Buy back your wheelbarrow? You don’t mean to say you have sold it? What a very stupid thing to do!’

‘Well, the fact is,’ said Hans, ‘that I was obliged to. You see the winter was a very bad time for me, and I really had no money at all to buy bread with. So I first sold the silver buttons off my Sunday coat, and then I sold my silver chain, and then I sold my big pipe, and at last I sold my wheelbarrow. But I am going to buy them all back again now.’

‘Hans,’ said the Miller, ‘I will give you my wheelbarrow. It is not in very good repair; indeed, one side is gone, and there is something wrong with the wheel-spokes, but in spite of that I will give it to you. I know it is very generous of me, and a great many people would think me extremely foolish for parting with it, but I am not like the rest of the world. I think that generosity is the essence of friendship, and, besides, I have got a new wheelbarrow for myself. Yes, you may set your mind at ease, I will give you my wheelbarrow.’

‘Well, really, that is generous of you,’ said little Hans, and his funny round face glowed all over with pleasure. ‘I can easily put it in repair, as I have a plank of wood in the house.’

‘A plank of wood!’ said the Miller. ‘Why, that is just what I want for the roof of my barn. There is a very large hole in it, and the corn will all get damp if I don’t stop it up. How lucky you mentioned it! It is quite remarkable how one good action always breeds another. I have given you my wheelbarrow, and now you are going to give me your plank. Of course, the wheelbarrow is worth far more than the plank, but true, friendship never notices things like that. Pray get it at once, and I will set to work at my barn this very day.’

‘Certainly,’ cried little Hans, and he ran into the shed and dragged the plank out.

‘It is not a very big plank,’ said the Miller, looking at it, ‘and I am afraid that after I have mended my barn-roof there won’t be any left for you to mend the wheelbarrow with, but, of course, that is not my fault. And now, as I have given you my wheelbarrow, I am sure you would like to give me some flowers in return. Here is the basket, and mind you fill it quite full.’

‘Quite full?’ said little Hans, rather sorrowfully, for it was really a very big basket, and he knew that if he filled it he would have no flowers left for the market and he was very anxious to get his silver buttons back.

‘Well, really,’ answered the Miller, ‘as I have given you my wheelbarrow, I don’t think that it is much to ask you for a few flowers. I may be wrong, but I should have thought that friendship, true friendship, was quite free from selfishness of any kind.’

‘My dear friend, my best friend,’ cried little Hans, ‘you are welcome to all the flowers in my garden. I would much sooner have your good opinion than my silver buttons, any day, and he ran and plucked all his pretty primroses, and filled the Miller’s basket.

‘Good-bye, little Hans,’ said the Miller, as he went up the hill with the plank on his shoulder, and the big basket in his hand.

‘Good-bye,’ said little Hans, and he began to dig away quite merrily; he was so pleased about the wheelbarrow.

‘The next day he was nailing up some honeysuckle against the porch, when he heard the Miller’s voice calling to him from the road. So he jumped off the ladder, and ran down the garden, and looked over the wall.

“There was the Miller with a large sack of flour on his back.

‘Dear little Hans,’ said the Miller, ‘would you mind carrying this sack of flour for me to market?’

‘Oh, I am so sorry,’ said Hans, ‘but I am really very busy to-day. I have got all my creepers to nail up and all my flowers to water, and all my grass to roll.’

‘Well, really,’ said the Miller, ‘I think that, considering that I am going to give you my wheelbarrow, it is rather unfriendly of you to refuse.’

‘Oh, don’t say that,’ cried little Hans, ‘I wouldn’t be unfriendly for the whole world,’ and he ran in for his cap, and trudged off with the big sack on his shoulders.

“It was a very hot day, and the road was terribly dusty, and before Hans had reached the sixth milestone he was so tired that he had to sit down and rest. However, he went on bravely, and at last he reached the market. After he had waited there some time, he sold the sack of flour for a very good price, and then he returned home at once, for he was afraid that if he stopped too late he might meet some robbers on the way.

‘It has certainly been a hard day,’ said little Hans to himself as he was going to bed, ‘but I am glad I did not refuse the Miller, for he is my best friend, and, besides, he is going to give me his wheelbarrow.’

“Early the next morning, the Miller came down to get the money for his sack of flour, but little Hans was so tired that he was still in bed.

‘Upon my word,’ said the Miller, ‘you are very lazy. Really, considering that I am going to give you my wheelbarrow, I think you might work harder. Idleness is a great sin, and I certainly don’t like any of my friends to be idle or sluggish. You must not mind my speaking quite plainly to you. Of course I should not dream of doing so if I were not your friend. But what is the good of friendship if one cannot say exactly what one means? Anybody can say charming things and try to please and to flatter, but a true friend always says unpleasant things, and does not mind giving pain. Indeed, if he is a really true friend he prefers it, for he knows that then he is doing good.’

‘I am very sorry,’ said little Hans, rubbing his eyes and pulling off his night-cap, ‘but I was so tired that I thought I would lie in bed for a little time, and listen to the birds singing. Do you know that I always work better after hearing the birds sing?’

‘Well, I am glad of that,’ said the Miller, clapping little Hans on the back, ‘for I want you to come up to the mill as soon as you are dressed, and mend my barn-roof for me.’

“Poor little Hans was very anxious to go and work in his garden, for his flowers had not been watered for two days, but he did not like to refuse the Miller, as he was such a good friend to him.

‘Do you think it would be unfriendly of me if I said I was busy?’ he inquired in a shy and timid voice.

‘Well, really,’ answered the Miller, ‘I do not think it is much to ask of you, considering that I am going to give you my wheelbarrow, but of course if you refuse I will go and do it myself.’

‘Oh! On no account,’ cried little Hans and he jumped out of bed, and dressed himself, and went up to the barn.

“He worked there all day long, till sunset, and at sunset the Miller came to see how he was getting on.

‘Have you mended the hole in the roof yet, little Hans?’ cried the Miller in a cheery voice.

‘It is quite mended,’ answered little Hans, coming down the ladder.

‘Ah!’ said the Miller, ‘there is no work so delightful as the work one does for others.’

‘It is certainly a great privilege to hear you talk,’ answered little Hans, sitting down, and wiping his forehead, ‘a very great privilege. But I am afraid I shall never have such beautiful ideas as you have.’

‘Oh! They will come to you,’ said the Miller, ‘but you must take more pains. At present you have only the practice of friendship, some day you will have the theory also.’

‘Do you really think I shall?’ asked little Hans.

‘I have no doubt of it,’ answered the Miller, ‘but now that you have mended the roof, you had better go home and rest, for I want you to drive my sheep to the mountain to-morrow.’

“Poor little Hans was afraid to say anything to this, and early the next morning the Miller brought his sheep round to the cottage, and Hans started off with them to the mountain. It took him the whole day to get there and back; and when he returned he was so tired that he went off to sleep in his chair, and did not wake up till it was broad daylight.

‘What a delightful time I shall have in my garden,’ he said, and he went to work at once.

“But somehow he was never able to look after his flowers at all, for his friend the Miller was always coming round and sending him off on long errands, or getting him to help at the mill. Little Hans was very much distressed at times, as he was afraid his flowers would think he had forgotten them, but he consoled himself by the reflection that the Miller was his best friend. ‘Besides,’ he used to say, ‘he is going to give me his wheelbarrow, and that is an act of pure generosity.’

“So little Hans worked away for the Miller, and the Miller said all kinds of beautiful things about friendship, which Hans took down in a note-book, and used to read over at night, for he was a very good scholar.

“Now it happened that one evening little Hans was sitting by his fireside when a loud rap came at the door. It was a very wild night, and the wind was blowing and roaring round the house so terribly that at first he thought it was merely the storm. But a second rap came, and then a third, louder than any of the others.

‘It is some poor traveller,’ said little Hans to himself, and he ran to the door.

“There stood the Miller with a lantern in one hand and a big stick in the other.

‘Dear little Hans,’ cried the Miller, ‘I am in great trouble. My little boy has fallen off a ladder and hurt himself, and I am going for the Doctor. But he lives so far away, and it is such a bad night, that it has just occurred to me that it would be much better if you went instead of me. You know I am going to give you my wheelbarrow, and so, it is only fair that you should do something for me in return.’

‘Certainly,’ cried little Hans, ‘I take it quite as a compliment your coming to me, and I will start off at once. But you must lend me your lantern, as the night is so dark that I am afraid I might fall into the ditch.’

‘I am very sorry,’ answered the Miller, ‘but it is my new lantern, and it would be a great loss to me if anything happened to it.’

‘Well, never mind, I will do without it,’ cried little Hans, and he took down his great fur coat, and his warm scarlet cap, and tied a muffler round his throat, and started off.

“What a dreadful storm it was! The night was so black that little Hans could hardly see, and the wind was so strong that he could scarcely stand. However, he was very courageous, and after he had been walking about three hours, he arrived at the Doctor’s house, and knocked at the door.

‘Who is there?’ cried the Doctor, putting his head out of his bedroom window.

‘Little Hans, Doctor.’

‘What do you want, little Hans?’

‘The Miller’s son has fallen from a ladder, and has hurt himself, and the Miller wants you to come at once.’

‘All right!’ said the Doctor; and he ordered his horse, and his big boots, and his lantern, and came downstairs, and rode off in the direction of the Miller’s house, little Hans trudging behind him.

“But the storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he was going, or keep up with the horse. At last he lost his way, and wandered off on the moor, which was a very dangerous place, as it was full of deep holes, and there poor little Hans was drowned. His body was found the next day by some goatherds, floating in a great pool of water, and was brought back by them to the cottage.

“Everybody went to little Hans’ funeral, as he was so popular, and the Miller was the chief mourner.

‘As I was his best friend,’ said the Miller, ‘it is only fair that I should have the best place,’ So he walked at the head of the procession in a long black cloak, and every now and then he wiped his eyes with a big pocket-handkerchief.

‘Little Hans is certainly a great loss to everyone,’ said the Blacksmith, when the funeral was over, and they were all seated comfortably in the inn, drinking spiced wine and eating sweet cakes.

‘A great loss to me at any rate,’ answered the Miller, ‘why, I had as good as given him my wheelbarrow, and now I really don’t know what to do with it. It is very much in my way at home, and it is in such bad repair that I could not get anything for it if I sold it. I will certainly take care not to give away anything again. One always suffers for being generous.’

“Well?” said the Water-rat, after a long pause.

“Well, that is the end,” said the Linnet.

“But what became of the Miller?” asked the Water-rat.

“Oh! I really don’t know,” replied the Linnet, “and I am sure that I don’t care.”

“It is quite evident then that you have no sympathy in your nature,” said the Water-rat.

“I am afraid you don’t quite see the moral of the story,” remarked the Linnet.

“The what?” screamed the Water-rat.

“The moral.”

“Do you mean to say that the story has a moral?”

“Certainly,” said the Linnet.

“Well, really,” said the Water-rat, in a very angry manner, “I think you should have told me that before you began. If you had done so, I certainly would not have listened to you; in fact, I should have said ‘Pooh,’ like the critic. However, I can say it now,” So he shouted out “Pooh” at the top of his voice, gave a whisk with his tail, and went back into his hole.

“And how do you like the Water-rat?” asked the Duck, who came paddling up some minutes afterwards. “He has a great many good points, but for my own part I have a mother’s feelings, and I can never look at a confirmed bachelor without the tears coming into my eyes.”

“I am rather afraid that I have annoyed him,” answered the Linnet. “The fact is that I told him a story with a moral.”

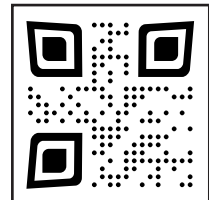
“Ah! That is always a very dangerous thing to do,” said the Duck.

And I quite agree with her.

Oscar Wilde

Glossary

india-rubber:	natural rubber
pleasant odours to smell:	sweet smells
large nosegay:	small bunch of flowers, usually sweet smelling
milch cows:	cows kept for milk
on credit:	to pay later; almost like a loan
I was obliged to:	something I had to do
set your mind at ease:	rest assured



Notes

This story begins as a conversation between a water-rat, a duck and a linnet. The linnet is the story teller, and a clever one at that, because the linnet appears to point to a certain similarity between the water-rat and the miller, without saying so, and the water-rat is very proud to identify with the miller. The story very obviously is pointing to values—of generosity and goodness and happiness. The sad part of the story is that Hans becomes a victim of his own innocence and goodness. Like the linnet points out, of course there is a moral. The water-rat does not like a moral.

Irony is used throughout the story. What is irony? A person makes a statement, the meaning of which is almost the opposite of what has been expressed. The reader understands not only the statement, but also the character and the motive of the person making the statement. Here are a few examples from the text.

- *‘Have you mended the hole in the roof yet, little Hans?’ cried the Miller in a cheery voice. ‘It is quite mended,’ answered little Hans, coming down the ladder. ‘Ah!’ said the Miller, ‘there is no work so delightful as the work one does for others.’*
- *‘It is certainly a great privilege to hear you talk,’ answered little Hans, sitting down, and wiping his forehead, ‘a very great privilege. But I am afraid I shall never have such beautiful ideas as you have.’*
‘Oh! they will come to you,’ said the Miller, ‘but you must take more pains. At present you have only the practice of friendship, some day you will have the theory also.’
- *‘A great loss to me at any rate,’ answered the Miller, ‘why, I had as good as given him my wheelbarrow, and now I really don’t know what to do with it. It is very much in my way at home, and it is in such bad repair that I could not get anything for it if I sold it. I will certainly take care not to give away anything again. One always suffers for being generous.’*
- *“Well, that is the end,” said the Linnet.*
“But what became of the Miller?” asked the Water-rat.
“Oh! I really don’t know,” replied the Linnet, “and I am sure that I don’t care.”
“It is quite evident then that you have no sympathy in your nature,” said the Water-rat.

I. Explain with reference to context.

1. *He lived in a tiny cottage all by himself, and every day he worked in his garden.*
 - a. Who is the “he” referred to here?
 - b. What was his most distinguishing quality?
 - c. Who was supposedly his best friend?
2. *‘Lots of people act well,’ answered the Miller, ‘but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the finer thing also’. He looked sternly across the table at his little son, who felt so ashamed of himself that he hung his head down...*
 - a. Why was the Miller’s son ashamed of himself?
 -  b. Was the Miller justified in making his son feel ashamed?
 -  c. Do you agree with the Miller that talking well is harder than acting well?

II. Answer these questions briefly.

-  1. How does the Miller justify his actions to little Hans?
2. How did Hans die? Was this just?

III. Answer these questions.

1. Why was it difficult for Hans to say ‘no’ to the Miller? State your reasons.
-  2. Explain why there are two sets of characters (birds and animal/humans).

IV. Think and answer.

1. Would you say Little Hans was foolish? Why?
2. How does the word ‘little’ have an impact on the way Hans is seen and treated in the story?
3. Why do you think the wheelbarrow is mentioned repeatedly in the story?

V. Going Beyond

1. *“Friendship is the hardest thing in the world to explain...if you haven’t learned the meaning of friendship, you really haven’t learned anything.”*
Do you agree with this view? Share your views in an essay of 150 words.
2. Are stories with morals annoying? Write a short paragraph, explaining your view.

POETRY

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

1. Sonnet—To Science

- Weblink: Reading of the Poem
- Presentation: Poem Explanation

2. The Character of a Happy Life

- Weblink: Reading of the Poem
- Poem Analysis
- Further Readings

3. Mother's Tears

- Poem Analysis
- Further Readings
- Activities

4. The Soul's Prayer

- Presentation: Poem Explanation
- Activities

1

SONNET—To SCIENCE

Edgar Allan Poe (1809–1849), American author and critic, was part of the Romantic movement in America that included writers such as Emerson, Thoreau, and Whitman. Poe actively engaged with society and gave expression to his opinions, hopes and apprehensions in his writing. His fiction abounds with mystery tales and the gothic (medieval, supernatural, romantic, horror-filled). Poe is also considered the inventor of detective fiction. Poe's works include literary classics such as *The Tell-Tale Heart*, *The Raven*, and *The Fall of the House of Usher*.

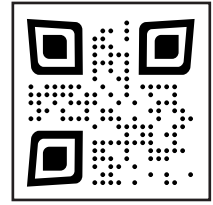
Like many of his characters, Poe is seen as a mysterious figure with a fascination for death and gloom. The majority of information available about Poe is the product of a biography written after his death in order to defame him. As a result, it is largely untrue.

Warm Up

What career would you like to take up? Which ones are you considering? Why?

Science! true daughter of Old Time thou art!
Who alterest all things with thy peering eyes.
Why preyest thou thus upon the poet's heart,
Vulture, whose wings are dull realities?
How should he love thee? or how deem thee wise,
Who wouldst not leave him in his wandering
To seek for treasure in the jewelled skies,
Albeit he soared with an undaunted wing?
Hast thou not dragged Diana from her car,
And driven the Hamadryad from the wood
To seek a shelter in some happier star?
Hast thou not torn the Naiad from her flood,
The Elfin from the green grass, and from me
The summer dream beneath the tamarind tree?

Edgar Allan Poe



deem:	consider
Albeit:	although
undaunted:	without fear or worry or concern

Notes

Poe was unhappy with the technological advances that were sweeping America. He was well aware of the negative fallout of the industrial revolution in England, particularly concerning living conditions of the working class, and the lives of women and children. In addition, he feared that undue emphasis on logic and facts alone, at the expense of imagination and intuition, could harm the way human beings felt and thought. For Poe and other Romantic writers, science held the threat of destroying humanity.

Sonnet—To Science appears to initiate a debate: advancement of science of the modern world versus the imagination, values and ideals found in nature and in the human soul (the latter celebrated by Wordsworth). Poe uses the sonnet form—a 14-line poem with the rhyme scheme *abab cdcd efef gg*. He presents a series of rhetorical questions. Rhetorical questions contain the obvious answers, and therefore serve to reinforce the poet's point of view.

The poet is upset that Science, the daughter of Time, should prey upon the heart of the poet. He uses the image of the vulture for Science. The poet also refers to classical mythology—Diana, the Roman goddess of the moon (who rides her moon-chariot across the skies), of woodlands and hunting; Hamadryad, the tree nymph. In Greek mythology, some believe the tree nymph is the actual tree. These nymphs are associated with particular trees and when the trees die they die too; Naiad, the water nymph. The argument appears that if Science takes away myth (moon as kingdom; trees and rivers as home to nymphs), then it takes away the reality of the human imagination. The poet also makes a reference to elfins or fairies, which Science would regard as a non fact.

The tone is accusatory. It suggests a certain violation and a destruction of peace that denies the poet his right to dream. By extension, the poet comes to regard Science as a predator who kills the imagination.

I. Explain with reference to context.

1. *Science! true daughter of Old Time thou art!*
Who alterest all things with thy peering eyes.
Why preyest thou thus upon the poet's heart,
Vulture, whose wings are dull realities?
 - a. How does the poet present Science in line 1?
 - b. Pick out a verb and a phrase that relate Science and the vulture.
 -  c. What do 'dull realities' refer to?
2. *Hast thou not torn the Naiad from her flood,*
The Elfin from the green grass, and from me
The summer dream beneath the tamarind tree?
 - a. The poet appears to accuse Science of having displaced people. Locate the subject and the dwelling place.
 - b. What is the possible outcome of the 'summer dream'?
 - c. Identify the couplet and the rhyme scheme.

II. Answer these questions.

1. What is the impression you form of the poet from this sonnet?
Does this match your own image of a poet? Explain.
2. Does this poem trouble you? Explain your reasons.

III. Think and answer.

Why do you think the poet brings in mythological references in the second half of the poem? How does he use these references to convince his readers about the damage done by Science?

IV. Going Beyond

1. The right to dream is as important to a scientist as to a poet. Is there really a clash of interest? Explain what you think in not more than 150 words.
2. Work in pairs. Think of three poets and their imaginative writing. Then think of three scientists whose views would contradict those of the three poets. Who would you finally support and why?

THE CHARACTER OF A HAPPY LIFE

Sir Henry Wotton (1568–1639) was an English author, art connoisseur and diplomat, as well as a member of the House of Commons. His poem *You Meaner Beauties of the Night* which was written to Elizabeth of Bohemia is very famous.

Knighted in 1604, Sir Henry Wotton served as an ambassador to Venice and was also a member of the parliament during his lifetime. Wotton helped introduce Italian architectural theories to England with his book *The Elements of Architecture*.

The Character of a Happy Life celebrates the honest man who is respectful of life and values. He is his own master and lives in the humility of God's grace.

Warm Up

What makes you truly happy? What are some things that give you short term happiness and what are others that keep you content in the long term? Are the things that make you happy similar to those that make your classmates happy?

How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill!

Whose passions not his masters are;
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame or private breath;

Who envies none that chance doth raise,
Nor vice; who never understood
How deepest wounds are given by praise;
Nor rules of state, but rules of good;

Who hath his life from rumours freed;
Whose conscience is his strong retreat;
Whose state can neither flatterers feed,
Nor ruin make oppressors great;

Who God doth late and early pray
More of His grace than gifts to lend;
And entertains the harmless day
With a religious book or friend;

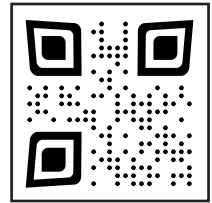
—This man is freed from servile bands
Of hope to rise or fear to fall:
Lord of himself, though not of lands,
And having nothing, yet hath all.

Sir H Wotton

Glossary

still: always (always prepared for death)

servile bands: ties that make him a slave or like a slave



I. Explain with reference to context.

1. *How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill!*

- a. Pick out the word that describes a basic virtue as a form of protection. What is this virtue?
- b. What do you learn about this person's independence?
- c. What is the special talent or ability that he enjoys?



2. *Whose passions not his masters are;
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame or private breath;*

- a. What does 'public fame or private breath' bring?
- b. What is this man's relationship with God?
- c. What do we learn about this man's temperament?

II. Answer the questions.

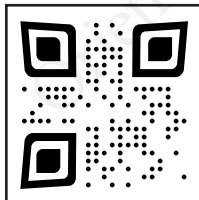
1. Describe 'freedom' as you understand it from the poem. Are you comfortable with this definition?
2.  'The Character of a Happy Life' is written in six stanzas, in regular rhyme, and follows a very basic rhythmic structure, in a very simple style. Do you think this helps convey a moral? Discuss.

III. Think and answer.

1. What quality does 'hope to rise or fear to fall' signify? Why has the poet referred to it as 'servile bands'?
2. In what way does the last stanza echo the message of the first stanza?
3. How can a person 'have nothing', yet have all? Explain what the poet means in the last line of the poem.

IV. Going Beyond

1. Discuss the 'servile bands' of life that tie people down. How can they be freed from them? Share your views in an essay of not more than 150 words.
2. Work in groups of four or six. Share your views on the topic, 'What Happiness Means to Me'.



MOTHER'S TEARS

Contemporary writing from the North East of India celebrates rich traditions and culture, retells folklore and myth and seeks to present life in all its richness. At the same time, several writers from the region also turn to the dark side of society. In Nagaland, writers also seek to address the fears and the pain that haunt their people—grief, hurt and violence whether from political unrest or problems of ethnicity.

Dr Sedengulie Nagi takes on a problem that has come to haunt—that of substance abuse. In *Mother's Tears* he describes the anguish of a mother who watches her son's world collapse. The poem is in six stanzas of irregular rhyme.

Warm Up

What is substance abuse? Who all does one person's addiction affect? How do you think this problem can be reduced? Discuss in pairs.

Streams of gratitude flowed for my son's birth;
A dream of prosperity and love showered on him;
At night, I woke and quenched his thirst;
All because my son should be happy.

Though I failed to offer him a silver spoon,
Endow him with a plate of gold and riches;
I did with the least I possessed, eked out
My love, affection and helping hand.

Never had I refused a single coin;
Forbidden-not a word for this lovely lad;
Nay not, question his habits and lavish lifestyle;
I pondered, 'why his joys should be measured in ethics.'

Alas! Life has been hard on him;
His freedom drenched him in pools of drinks,
Drugs messed up this handsome lad of mine
Beaus and sweetheart crushed his tender life.

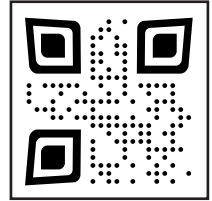
Tho' the world hates him, made mockery of him—
My love didn't waver, my hope didn't stop;
Is this a birth-pang for a new son? I vainly cried;
I shed tears, if it could wash away his sins.

I knew not, his freedom would bury my dreams;
I regret for the life being placed in my hands;
Alas! Loving is not giving all his demands;
Loving is not what tumbles down his life.

Dr Sedengulie Nagi

Glossary

- silver spoon:** riches or social standing
eked out: stretched out, frugally, in order to last a little longer
tumbles down: topples



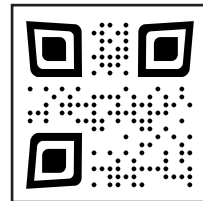
Notes

The poem begins with the joy of birth—a son is born. The mother is gentle and generous with her affection and indulges him a lot. A change occurs over time. He takes to alcohol and drugs and life begins to spiral downward.

The mother now experiences a second birth pang. Will her pain redeem her son? Will her anguish have the power to wash away his sins and return her son to his lost innocence? Did she do wrong in loving her son too much?

The poem is universal in the grief that all mothers share at losing their sons.

I. Explain with reference to context.



1. *Though I failed to offer him a silver spoon,
Endow him with a plate of gold and riches;
I did with the least I possessed, eked out
My love, affection and helping hand.*
- How did the mother compensate for her lack of riches?
 - Explain her frugality.
 - What is the underlying mood?
2. *Never had I refused a single coin;
Forbidden-not a word for this lovely lad;
Nay not, question his habits and lavish lifestyle;
I pondered, 'why his joys should be measured in ethics.'*
- How does the mother regard her son? Identify the phrase.
 - What did the mother give her son in full measure?
 - When does the reader sense that there is trouble?

II. Answer the questions.

- What does the phrase 'mother's tears' evoke in you?
- Is this a personal tragedy, or is it a larger story? What makes you think so?
- Is the mother a strong or a weak individual? Justify your answer.

III. Think and answer.

- Analyze the poet's use of metaphors and symbolism in the poem, such as 'a birth-pang for a new son' and 'if it could wash away his sins.' How do these literary devices contribute to the overall meaning and emotion of the poem?
- Think about how the poem shows a parent's love that never stops, even when things are tough. How does this idea relate to people from various backgrounds who have felt their parents' love and support?
- How do you think substance abuse affects not only the individual but also their family and community? Discuss the broader implications of the issue raised in the poem.

IV. Going Beyond

- What do you think is the duty of a child to his/her parents? Discuss your views in an essay of not more than 150 words.
- What are the dangers that teenagers must steer clear of in their youth? Discuss your views in a short paragraph.

4

THE SOUL'S PRAYER

Sarojini Naidu (1879–1949) was among the first poets writing in English in India, to infuse the colours and tones of Indian culture, tradition and landscape into her poetry. Her poems are elegant, rich in texture and romantic. Sri Aurobindo, Rabindranath Tagore, and Jawaharlal Nehru were among her many admirers. Her poems are said to have English words, but an Indian soul.

Sarojini Naidu was also a politician who was part of the Indian Independence Movement. She was the President of the Indian National Congress in 1925 and was appointed the first woman Governor of independent India, in Uttar Pradesh in 1947. She was known as 'The Nightingale of India'. Every year, her birthday is celebrated as National Women's Day in India.

Warm Up

Is it possible to be happy all the time and eliminate sadness or pain? Why do you think we might need to experience sadness as well?

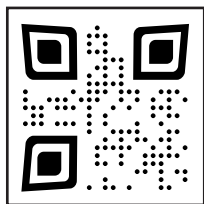
In childhood's pride I said to Thee:
"O Thou, who mad'st me of Thy breath,
Speak, Master, and reveal to me
Thine inmost laws of life and death."

"Give me to drink each joy and pain
Which Thine eternal hand can mete,
For my insatiate soul would drain
Earth's utmost bitter, utmost sweet."

"Spare me no bliss, no pang of strife,
Withhold no gift or grief I crave,
The intricate lore of love and life
And mystic knowledge of the grave."

Lord, Thou didst answer stern and low:
“Child, I will hearken to thy prayer,
And thy unconquered soul shall know
All passionate rapture and despair.”

“Thou shalt drink deep of joy and fame,
And love shall burn thee like a fire,
And pain shall cleanse thee like a flame,
To purge the dross from thy desire.”



“So shall thy chastened spirit yearn
To seek from its blind prayer release,
And spent and pardoned, sue to learn
The simple secret of My peace.”

“I, bending from my sevenfold height,
Will teach thee of My quickening grace,
Life is a prism of My light,
And Death the shadow of My face.”

Sarojini Naidu

Glossary

mete:	give
insatiate soul:	soul which can never be satisfied
intricate lore:	complex body of knowledge
mystic:	relating to the spiritual, concerning matters of soul and spirit
dross:	impurities
sue to learn:	request or plead to learn
quicken:	stimulating
life is a prism:	God's light creates the spectrum of life. A prism is an object that separates light into a spectrum of colours.

Notes

The Soul's Prayer may be seen as part of a mystical tradition. The speaker recollects in awe and humility the childhood dialogue she had with God in his sevenfold height.

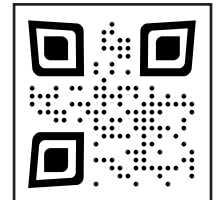
The poem is written in seven stanzas in regular rhyme (*abab*) and formal tone. The first three stanzas represent the child's desire for knowledge and the subsequent four stanzas record God's response and final truth. The poem succeeds, in a simple way, to allow the reader, a glimpse at least, of the mystery of the Creator, and indeed man's place, however tiny it maybe, in the scheme of the universe.

I. Explain with reference to context.

1. *Child, I will hearken to thy prayer,
And thy unconquered soul shall know
All passionate rapture and despair.*
 - a. Who is the speaker?
 - b. Why is the soul 'unconquered'? ('Unconquered' by what?)
 - c. What does the speaker promise the child?



2. *I, bending from my sevenfold height,
Will teach thee of My quickening grace,
Life is a prism of My light,
And Death the shadow of My face.*
 - a. What is the effect of 'sevenfold height'?
 - b. What do you understand of life and death from these lines?
 - c. How is life and death contrasted? (What are the terms used?)



II. Answer the questions.

1. Rewrite the dialogue between the child and the Master in your own words (in dialogue form).
2. Describe the child. (attitude, knowledge, innocence)
3. Will the Master respect the child's request? What will He teach her?

III. Think and answer.

1. Read these lines from the poem. Explain briefly why the poet has used the underlined words.
 - a. *In childhood's pride I said to Thee:*

- b. For my insatiate soul would drain
 - c. The intricate lore of love and life
 - d. Lord, Thou didst answer stern and low:
 - e. And pain shall cleanse thee like a flame
2. Do you think that the speaker of the poem learned a lesson since uttering the childhood prayer? What lesson would that be?

IV. Going Beyond

1. Can you think of two other 'blind prayers' that are sure to cause more harm than good to people? Share your views in an essay of not more than 150 words.
2. In a short paragraph, discuss the significance of 'Women's Day'.



Orient BlackSwan

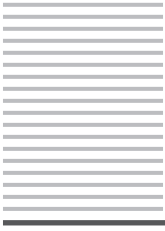
DRAMA



Orient BlackSwan

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

- Text of the Original Short Story
- Review and Analysis of the Play
- Additional Comprehension Questions and Activities
- Answer Key



THE TALE OF IVAN THE FOOL

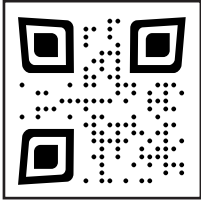
The play *The Tale of Ivan the Fool* is an adaptation from the original short story by Leo Tolstoy, published in the year 1886.

The story of the struggle of three brothers and a mute sister with the devil is generally considered a children's fairy tale. However, it is also an indication of Tolstoy's political views. Like many of his stories written in this period, this one too has characters representing the lives of the common people—especially those of the peasants. Ivan is a hardworking peasant before he becomes the tsar.

Ivan is a typical character found in Russian folk tales. Usually portrayed as a simple-minded man, his luck brings him many rewards. He receives magical gifts and ends up marrying a princess.

Dramatis Personae

Ivan	the fool and the youngest son of the Russian peasant
Simeon	the soldier and the eldest son of the Russian peasant
Tarras	the merchant and the second son of the Russian peasant
Devil	the devil, who wishes to start a quarrel between the brothers
Imp 1	first assistant of the devil, who is sent to deal with Simeon
Imp 2	second assistant of the devil, who is sent to deal with Tarras
Imp 3	third assistant of the devil, who is sent to deal with Ivan
Woman 1	some of the guests at the dinner hosted by Ivan
Woman 2	
Woman 3	
Woman 4	
Woman 5	
Women	all the ladies at the dinner

Woman 6	}	the ladies of Ivan's kingdom, who work for the devil in return for gold coins	
Woman 7			
Woman 8			
Woman 9			
Woman 10			
Woman 11			
Woman 12		a companion of the devil's milkmaid who makes an observation of the situation	
Man 1	}	men, at the dinner, who go to Ivan showing keen interest in his magic skills	
Man 2			
Man 3			
Minister		in Ivan's court	
Courtier 1	}	some of the courtiers in Ivan's court	
Courtier 2			
Mason		who refuses to help repair the roof of the devil's house	
Jester		the man who once entertained the people of Ivan's court with his jokes, who later becomes the one to check the hands of the guests who come to dine	
Fool 1	}	the fools of Ivan's kingdom, whom the devil tries to convince, in vain, to join the army	
Fool 2			
Fool 3			
Fool 4			
Fool 5			
Fool 6			
Fool 7			
Fool 8	}	some of the fools, who are assembled to watch the devil work with his head	
Fool 9			
Fool 10			
Fools		all the fools gathered to watch the devil use his head	
Narrator 1	}	play the role of commentators	
Narrator 2			

Scene 1

- Narrator 1:** In a certain kingdom in Russia lived a wealthy peasant. He had three sons—Simeon, the soldier, Tarras, the merchant, and Ivan, the fool.
- Narrator 2:** What did they do?
- Narrator 1:** Simeon earned richly by serving the Tsar's army, while Tarras made a lot of money in business.
- Narrator 2:** What about Ivan?
- Narrator 1:** Ivan, the youngest of them all, worked hard on the fields and looked after his parents. Very soon, however, Simeon spent all his money carelessly and came to Ivan demanding his share of the property.
- Narrator 2:** Surely Ivan did not agree to give it to him?
- Narrator 1:** Ivan did give Simeon his share. Soon, unsatisfied with the wealth he had, Tarras came to Ivan for his share too.
- Narrator 2:** And Ivan must have given him his share, as well.
- Narrator 1:** That's right. It didn't seem to bother Ivan to give away all that he had worked hard for. However, the devil who did not like peace wanted to create trouble between the brothers.
- Thunderous noise is heard as the devil appears.*
- Devil:** I had been hoping that the brothers would fight over their property, but the fool Ivan spoilt the whole scheme. I won't rest until they quarrel. I shall send my imps to disturb their peace. *[The imps arrive.]* Here they are now.
- Imp 1:** At your command, sir.
- Devil:** Do you know the brothers—Simeon, Tarras and Ivan?
- Imp 2:** Yes, sir, very well. Ivan has a lot of land.
- Devil:** Not anymore. When his brothers came demanding their shares, Ivan gave it to them without an argument. If brothers everywhere are to be like this, very soon you will have nothing left to do. Get to work at once! Use your powers to make the brothers fight each other. Are you capable of it?

For the stage: Alternatively, the brothers may be allowed to introduce themselves for more dramatic effect.

- Imps:** *[in unison]* Yes, sir, we are.
- Devil:** How will you do it?
- Imp 2:** We will ruin each of them, and make sure that they lose all their possessions and are left with nothing. Then we will get them together in one place, where they will surely fight.
- Devil:** And how will you divide the work amongst yourselves?
- Imp 1:** I shall take on Simeon. I shall give him such confidence that he will promise the tsar to conquer the world for him. He will then be sent with an army to face the viceroy of India. Once there, I will dampen his entire stock of gunpowder, making it useless. Besides, I will also teach the Indian ruler how to make soldiers from straw—he will then defeat Simeon's army easily.
- Devil:** That's a good plan.
- Imp 1:** Simeon will be disgraced, his estates confiscated and he, faced with an execution.
- Devil:** But that's not the intention.
- Imp 1:** Yes, sir, that's not all. I shall make sure that the prison lock is broken so that he can run away easily. He will then go straight to Ivan and demand more money.
- Devil:** Very good indeed. *[to the other two imps]* Which one of you will work on Tarras?
- Imp 2:** I will, sir. I'll overcome him with such greed that he will want to possess everything he sees. He will spend all his money on buying various things, yet his greed won't be satisfied.
- Imp 1:** So he will borrow money from everyone around him.
Imp 2 nods in agreement.
- Imp 2:** And finding himself unable to repay the debt, he will go to Ivan for more money.
- Devil:** Excellent! *[to Imp 3]* How about you? How will you tackle Ivan?
- Imp 3:** My work is the easiest. I will spoil Ivan's milk and give him a terrible pain in the stomach. When he goes to the field, I'll make the soil hard

For the stage: The imps could make their first appearance doing small tricks to show their mischievous nature.

and he will find it difficult to plough. Soon, there will be no crop and the whole family will starve to death.

Devil: It's a good plan, but don't be too sure. Fools are difficult to deceive. They are determined and won't give up easily. And if you don't conquer the fool, the entire mission will be a failure, for he will support his brothers. I think you will need the help of the others.

Imps 1 and 2: We will join him once we are done with Simeon and Tarras, sir.

Devil: That will be good. Get to work right away.

The imps leave the devil in deep thought.

Scene 2

Narrator 1: The imps set out on their task at once.

Narrator 2: Did they succeed with all the three brothers?

Narrator 1: They succeeded with Simeon and Tarras, who spent all their money and went back to Ivan for more.

Narrator 2: And Ivan must have given them more money generously, although he himself must have had very little.

Narrator 1: That's true. But the spoilt milk soon made it difficult for him to work. And when the ground was made rock hard, it became impossible to plough.

Narrator 2: So the imps succeeded in their mission.

Narrator 1: No, Ivan was not one to give up so easily.

A small patch of land is seen amidst a few trees. Four broken shovels lie on the patch of land, and the third imp is dancing about in joy. He runs to hide behind a tree, when he sees Ivan approach with two more shovels. The imp watches him closely from behind the tree. Ivan seems to be in immense pain.

Ivan: My stomach aches terribly. I think it's the milk I had. [**reassures himself**] There's only one more strip of land left to plough. I should be done with it soon. [*He begins to plough the land with one of the shovels. But as the shovel touches the ground, he struggles with it. He tries repeatedly, but it seems to be getting harder with every strike.*]

After another try, he rises with a look of pain.] It's been a bad day; even the shovels don't seem to work. [He waits a little before continuing doggedly.] I won't give up. If these shovels break, I'll buy more.

Ivan strikes the shovel on the ground again. The imp who has been watching him looks a little exasperated.

Imp 3: He seems quite determined. Anybody else would have given up by now.

Meanwhile, Ivan's attention turns to the tree behind which the imp hides. Unnoticed by the imp, his tail stretches out from behind the tree.

Ivan: Let me try the ground near that tree.

He walks over to the tree and strikes the ground beneath it with the shovel. The imp's tail gets caught in it.

Imp 3: *[shouts in agony]* I'm hurt! I'm hurt!

Ivan: *[completely taken by surprise]* Who's screaming like that? *[He notices the imp, jumping about in pain.]* An imp! The Devil's assistant! What are you doing here on my land? You must be the reason why my shovels won't work. Wait till I teach you a lesson!

He runs after the imp, catches him and hits him hard.

Imp 3: Let me go! I beg of you! I'll do anything for you.

Ivan: What can you do for me?

Imp 3: Anything you want.

Ivan: I have a stomach-ache. Can you cure it?

Imp 3: Yes, I can. *[Ivan lets the imp go, who searches the ground for some roots. He pulls out a few and casts a magic spell on them, before giving them to Ivan.]* Take these. They will cure you of all diseases.

Ivan: All diseases?

Imp 3: Yes, they can cure all the diseases one can find on earth. *[Ivan eats a part of the root and shows immediate signs of relief.]* How do you feel now?

Ivan: It's wonderful! The pain is gone!

Imp 3: *[excited]* Now let me go, and I shall never come back.

Ivan: Be gone and may God be with you. *[Imp 3 vanishes.]* I need some rest now.

He lays his shovel down and rests against one of the trees. Just then, Imps 1 and 2 come searching.

Imp 2: Where is our friend?

Imp 1: Looks like he has vanished forever. *[The imp notices Ivan and points to him.]* Ivan is sleeping. He does not seem to be in pain anymore.

Meanwhile, Imp 2 notices that the land is not completely ploughed.

Imp 2: There is still a bit of land left to plough. *[takes Ivan's shovel]* I shall blunt his shovel completely, so that he cannot finish his work. *[to Imp 1]* You take over if I fail.

Imp 1: Agreed! Till then I will hide behind the tree over there *[points to a tree]*.

Imp 1 goes to hide behind a tree. Imp 2 uses his powers to blunt Ivan's shovel and hides behind another tree. Almost at once, Ivan begins to awaken from his sleep. Looking at the unfinished piece of land, he rises in a hurry and takes his shovel.

Ivan: I must hurry and finish the work. *[He begins to plough. Imps 1 and 2 look out from where they hide, while Ivan struggles with the blunt shovel.]* The shovel is still giving trouble. Maybe it needs to be sharpened a little. *[Ivan sharpens the shovel on a stone and returns to plough. From behind the tree, Imp 2 uses his powers on the shovel again. When Ivan strikes the shovel on the ground, it is already blunt. Ivan is taken by surprise.]* Impossible! How can it be blunt again? I just sharpened it. Let me try and use all my force. *[He picks the shovel and applies all his force as he strikes. At once, he notices Imp 2 peeping out from behind the tree.]* *[to Imp 2]* You are back causing trouble again.

The imp comes out of hiding.

Imp 2: I am not the same, but another.

Ivan: Then, I must teach you a lesson too.

Ivan catches the imp.

Imp 2: *[in fear]* That won't be necessary. Please let me go. I'll teach you to make soldiers, if you like.

Ivan: Why would I need soldiers?

Imp 2: You can make them do anything for you.

Ivan: Would they play tunes if I want them to?

- Imp 2:** Yes, they would. *[Ivan frees the imp, who begins to pick some leaves off the ground.]* Take some leaves, shake them and say,
- “No more swaying on the branch,
No more drying under feet to crunch.
Every leaf that I see,
A singing soldier it shall be.”
- Ivan does as the imp asks him to. As he utters the magic spell, a band of soldiers appears, playing a tune. Ivan watches them with a look of joy and surprise.*
- Ivan:** This is magical! The girls in my village will be amused by it.
- Imp 2:** Will you let me go now?
- Ivan:** Yes, but before you go, teach me to turn them into leaves again.
- Imp 2:** That’s simple. Just say,
- “No more pipe, no more drum,
No more marching taram-taram.
Every soldier that I see,
Now a leaf he must be.”
- Ivan repeats the words and immediately the soldiers vanish.*
- Imp 2:** Do allow me to go now.
- Ivan:** Be gone and God be with you. *[Imp 2 leaves in a flash. Ivan seems obviously happy with himself. As he speaks, Imp 1 looks out from his hiding place and watches Ivan.]* Not bad at all! I have finished ploughing the whole land. Now I must cut some trees and build houses for my brothers. Let me get my axe for it.
- Ivan leaves and Imp 1 comes out of his place of hiding. He looks in the direction in which Ivan has just left.*
- Imp 1:** It’s my turn to teach him a lesson. I shall play such a trick that the trees he cuts won’t fall. He will try for a while and then give up. His brothers will think he is making an excuse and start a quarrel. *[joyous]* That seems a brilliant idea!
- Noticing Ivan return, the imp goes back to hide behind the tree. Ivan walks over to the tree and looks at it with particular interest.*

- Ivan:** This rosewood will make for a fine house. I must get started on it at once. *[Just as he is about to begin chopping the tree, the imp casts a magic spell on it. Ivan chops at it repeatedly, but the tree remains unhurt. This puzzles Ivan.]* Is this a magic tree? I have tried so hard and still it won't fall. *[He gathers his axe once more.]* Let me try one last time.
- Ivan walks away from the tree and stops at a little distance from it. Holding the axe high above his head, he runs from afar and brings the axe down on the tree's bark. The tree begins to shake and slowly falls on the bewildered Imp 1.*
- Imp 1:** *[shouts aloud in pain]* I'm dead! I'm dead! *[He struggles to come out from beneath the fallen tree.] [to Ivan]* What are you? My magic spell failed to work on you!
- Ivan is surprised to see the imp.*
- Ivan:** You've come yet again?
- Imp 1:** I am another.
- Ivan:** You must be up to some trick like the rest.
- Ivan is about to hit him.*
- Imp 1:** Please don't hit me! I'll do whatever you wish.
- Ivan:** What can you do?
- Imp 1:** I can teach you to make as much gold as you want.
- Ivan looks at the imp sharply.*
- Ivan:** Well then, show me how to make gold.
- The imp plucks a leaf from a huge oak tree.*
- Imp 1:** Take a leaf from the oak tree, rub it and say,
- "All the leaves new and old,
Turn to gold, turn to gold."
- Ivan takes some oak leaves and repeats the chant. Immediately the leaves in his hand turn into shining gold coins.*
- Ivan:** This is lovely! The small boys in my village can now play with gold pieces, instead of stones.
- Imp 1:** Will you allow me to go now?

Ivan: Yes, be gone and may God be with you.
The imp vanishes in a moment. Ivan collects the fallen tree and drags it along with him, slowly.

Scene 3

Narrator 2: What rich gifts Ivan received from the imps!

Narrator 1: Yes, but being a fool, he didn't understand their real value. He forgot all about them, until the night of the dinner he gave after the harvest.

Narrator 2: But if his brothers knew about the gifts he had, they would be a sure threat, for they would know their value.

Narrator 1: Not realising this, Ivan proudly displayed his magic charms to the guests at his dinner.

Ivan's house. Soft music plays as the guests dance around in pairs. Two women are seated separately at a table. Ivan joins the group of dancers for a while. Then, noticing the women sitting aloof from the rest, he goes to them.

Ivan: Why aren't you joining the dance, ladies?

One of the ladies looks at her companion who remains downcast and silent. She then turns to Ivan who still awaits an answer.

Woman 1: Her son went looking for work in the city and is not back yet. She's worried about him.

Ivan turns to the other woman, who is still silent.

Ivan: Don't worry, he will come home soon. *[The woman remains unmoved.]* Meanwhile, let me show you some magic tricks to cheer you up. *[He turns to someone in the crowd.]* Get me a few leaves from the oak tree. *[One of the women in the crowd brings some oak leaves. Taking them in his hand, Ivan utters the magic chant.]*

“All the leaves new and old,
Turn to gold, turn to gold.”

[The leaves turn to gold and everybody around him looks in wonder and excitement. Even the women at the table watch him with interest.] Have you ever seen anything like this before?

By now, all the women have crowded around Ivan. The women at the table too, join them. The men stand aside and watch.

Woman 2: How did you turn the leaves into gold? *[She takes a coin from Ivan's hand and examines it.]* How beautiful this looks!

Ivan: You can take these too.

He offers more gold coins to her.

Women: Let us also have a look.

The women fight to catch a glimpse of the gold coins and in the jostling, Ivan is pushed back.

Ivan: Why are you fighting each other? I'll give you more if you want.

He takes a bag from his pocket and flings it open. A large number of gold coins fall to the floor. The women rush to pick up the coins, falling over each other in the excitement. One of the women in the crowd, with her hands full of gold, turns to Ivan.

Woman 3: You are not such a fool after all, Ivan. You are a man of wonders!

The men who have until now been standing apart, look increasingly interested. One of them goes to Ivan.

Man 1: *[in a confidential tone]* Where did you get all the gold from, Ivan?

Ivan: They are for the ladies, not for you.

As they speak, another man joins them.

Man 2: What about us, Ivan? Show us some magic tricks too.

As more men join, Ivan's excitement grows.

Ivan: I'll show you something as interesting. Get me some more leaves.

[Three men in the crowd go out and return with some leaves.

They give them to Ivan. Ivan proceeds to chant the magic words.]

“No more swaying on the branch,
No more drying under feet to crunch.
Every leaf that I see,
A singing soldier it shall be.”

Soldiers appear playing a tune on their band. The men look surprised as the band marches past them. The women, too, watch excitedly.

- Man 3:** This trick was even better than the last one, Ivan. The soldiers will be useful for our wedding parties!
- Ivan:** Yes, we can celebrate with the music of the drums, through the night. But for now, I must take them back. *[Simeon and Tarras join the gathering.]*
- “No more pipe, no more drum,
No more marching taram-taram.
Every soldier that I see,
Now a leaf he must be.”
- The soldiers vanish and Ivan leaves for the adjoining room. The crowd discusses the episode excitedly, while Simeon and Tarras stand puzzled by the sight they just witnessed.*
- Simeon:** Where did the soldiers come from? Did the tsar send them to me?
- One of the women in the group behind them responds.*
- Woman 4:** No, they were Ivan’s soldiers. They were playing wonderful tunes for us.
- Simeon:** *[startled]* Soldiers playing tunes? *[mutters in irritation]* What would Ivan know about the use of soldiers? It would take a man of the army to know to use them better.
- Tarras notices the gold coins in the women’s hands.*
- Tarras:** *[curiously]* Are those gold pieces I see in your hands, ladies? Where did you get them from?
- Woman 5:** Ivan gave them to us. He has a lot of them.
- Ivan returns, causing a flutter among the crowd.*
- Ivan:** *[to the guests]* Dinner is served; please help yourselves.
- All, but Simeon, Tarras and Ivan, begin to leave for the dining room.*
- Simeon:** Ivan, were they your soldiers? *[Ivan does not answer. He is busy guiding his guests to dinner.]* Where did they come from?
- Ivan:** Why do you ask? Do you need them for a wedding party?
- Simeon:** What do you mean—wedding party? *[agitated]* With soldiers you can win a kingdom for yourself.

- Ivan:** Is that true? Why didn't you tell me that before? You can have as many as you want.
- Tarras:** Where did you get all the gold from? If I had as much money I would invest it in business and make rich gains. I could become the richest man on earth.
- Ivan:** Then I'll give you as much gold as you'll need.
- Tarras:** Three sacks full will do for now.
- Ivan:** I'll give you three sacks of gold, and Simeon, a thousand soldiers. Come back if you need more.
- Ivan leaves. Tarras and Simeon exchange sneering looks.*
- Simeon:** We always do that, don't we Tarras?
- Tarras:** Yes, but now let's go and join the rest.
- Tarras and Simeon join the guests at dinner.*
- Narrator 1:** The fool that Ivan was, he didn't know that soldiers fought for kingdoms or that gold could be anything but a plaything. Meanwhile, Simeon captured many a kingdom with the help of his soldiers, and Tarras invested all the gold in business and made more money. But in due course, both of them went back to Ivan.
- CHANGEOVER—Ivan's house. Tarras and Simeon are in a serious discussion when Ivan comes. He is surprised to see them.*
- Ivan:** Why have you come back to me? Aren't you happier now? Simeon even conquered a kingdom.
- Simeon:** Yes, I did, and I could live very well, but I have no money to care for my soldiers.
- Tarras:** And I have a lot of money, but none to guard it. I've come to ask you to give me some soldiers to safeguard my money.
- Ivan:** [*firmly*] I'm not going to give you any more soldiers.
- Tarras:** Why won't you? You promised you would.
- Ivan:** Soldiers kill people. A few days ago I saw a woman crying bitterly over a coffin. When I asked her who had died, she told me that Simeon had killed her husband at war. [*He looks accusingly at Simeon.*] I thought soldiers were for music and celebration, but your soldiers killed a man!

Simeon: *[in a rage]* But don't you know, you fool, that soldiers are meant to conquer kingdoms?

Ivan: *[unmoved]* There is no excuse to kill people.

Tarras: Make more sacks of gold then.

Ivan: *[firmly]* I'm not going to give you any more gold either.

Tarras: *[angry]* Why won't you, you fool?

Ivan: Your gold pieces took away some poor children's cow. *[Tarras looks confused.]* It had been their source of milk, until you bought it from their mother for three pieces of gold. Now they are left to beg for milk. I thought you only wanted to play with gold, but you put it to such poor use. *[firmly]* I shall give you no more.

Ivan walks away, leaving Simeon and Tarras, both shocked and angry.

Tarras: What a fool Ivan is!

Simeon: No point in arguing with him. I'll tell you what we can do. You give me half your money to take care of my soldiers, and I'll give you half my soldiers to guard your money. That will solve our problems.

Tarras: That's true. It will indeed!

They leave, evidently relieved.

Scene 4

Narrator 1: With their problems resolved, the brothers had no reason to fight. Ivan remained on the farm, working hard to care for his family. It so happened then that the tsar's daughter fell ill and no one could cure her.

Narrator 2: Ivan must have used the magic root he had to cure her.

Narrator 1: When he did, the overjoyed tsar gave his daughter in marriage to Ivan and made him the ruler of his kingdom.

Narrator 2: So, Ivan the fool became Ivan the Tsar!

Ivan's court. Ivan and his queen are on the throne. The minister, jester and courtiers are gathered around.

- Minister:** My lord, we have a problem.
- Ivan:** What is it?
- Minister:** The treasury is empty. There's no money to pay the people.
- Ivan:** Let them not be paid then.
- Minister:** But they'll stop serving us.
- Ivan:** If they stop serving others, they will be free to work for themselves. Then they can work on the fields and make their own food. *[The minister looks at Ivan, a little confused. Ivan ignores him and turns to a courtier who has made his way, through the crowd.] [to the courtier]* Do you have a problem?
- Courtier 1:** My lord, a thief broke into my house and stole all the money I had. I've come to you for justice.
- Ivan:** He must've been in need. Why won't you share it with him?
- Courtier 1:** Pardon me, my lord, but I've worked hard for the money. Why should I share it with him?
- Ivan:** In truth, there is no need for money. *[He addresses all the gathered courtiers.]* If all of us do our work and grow our own food, we won't need money.
- Courtier 2:** But my lord, if all of us do our own work, there will be no army. How will we defend our country?
- Ivan:** Don't worry about wars. There will be no need for them. If others want to come and live with us they can—as long as they do their own work. *[firmly]* From now on, even the tsar will have to earn his food and sleep. *Hearing this, many in the court begin to leave. As they leave, the jester begins to cry aloud. His loud wails catch Ivan's attention.*
- Ivan:** Why are you crying?
- Jester:** Don't you see, my lord, the wise men of your kingdom are all leaving; only the fools remain. None will laugh at my jokes anymore.
- Ivan:** Henceforth, there shall be no court jesters or ministers. You are free to look after your own household.
- Jester:** Please allow me to remain in the palace and serve you, my lord. I have no family and know no work other than to make people laugh.

Ivan: Then you are to check the hands of the guests who come to dine with us. You shall make sure that those with dirty hands sit at the table, while the rest sit on the floor and eat the leftovers.

Jester: Wouldn't that be a strange practice, my lord?

Ivan: No, the hands which are clean are those which haven't done any work. The workers' hands are the ones which are dirty, and they shall eat the best food.

Ivan leaves and the rest follow him. As they leave, a thunderous noise is heard and the devil appears.

Devil: *[very displeased]* Ivan the fool has become a tsar! Three of my best imps couldn't do anything about him! *[angry]* Shame! I must take care of the matter myself.

The devil leaves in a cloud of smoke.

Scene 5

Narrator 2: When the devil took over, what did he plan to do?

Narrator 1: He went to Ivan in the disguise of a general and tried to urge him to raise an army. His plan was to defeat Ivan's army with another.

Narrator 2: Ivan would surely not have agreed to the idea.

Narrator 1: Ivan told the devil that he could take any who volunteered to become a soldier. However, the devil failed to convince even a single fool in Ivan's kingdom to volunteer.

Ivan's kingdom. Some fools are working on their fields, singing happily.

Fools: *[singing in unison]*

“Hands and feet are ever busy
No one fat, no one lazy.
We all toil day and night
And live in joy, without a fight.”

The devil appears, dressed as a general. The fools continue with their work, taking no notice of him. The devil tries to catch their attention, in vain.

Devil: *[addresses the fools]* Spare me a moment, countrymen. *[One by one, the fools look up at him. The devil's attire and presence evoke an immediate*

interest in them. Evidently satisfied, the devil continues.] I am to be your general and I'm here looking for volunteers to join the army.

The fools look at one another, confused.

Fool 1: Why do we need an army? We don't have an enemy.

Devil: *[laughs]* The tsar of another country may attack you any time. You must have an army to defend yourselves.

Fool 7: Our Tsar Ivan has a lot of soldiers. We don't need more.

Devil: But they only sing and dance. You need soldiers who can fight and conquer other lands. Whoever joins the army will be given a bottle of wine and a red cap.

Fool 2: *[laughs]* We have plenty of wine; we make it ourselves.

Fool 3: And our women make us all kinds of caps, even striped ones.

Devil: *[mutters to himself]* This won't work. None will volunteer to be a soldier. They have to be brought in by force. *[to the fools]* Every citizen of this country will have to enlist as a soldier. Those who refuse will be put to death.

Fool 4: *[defiant]* Who are you to decide that? Our Tsar Ivan would never agree to this.

Fool 6: If we don't fight for the country, you say we will be put to death, but if we do we could be killed in the fighting anyway. Better still to die at home than at war, if death is the only certainty.

Devil: By refusing to be a soldier you are going against your country's interests. *[He looks at the crowd.]* All of you are traitors!

Fool 5: I don't understand. If we don't attack anyone why would they attack us?

Fool 1: Don't waste our time. *[to his fellow workers]* Let's get back to work.

They return to work and resume their song. The devil stands with a look of disbelief at having failed.

Devil: *[angry and disappointed]* This is disgusting! They are spoiling all my plans. I'll show them how wrong they are. I shall persuade the Tsar of Tarakan to attack Ivan's kingdom. Let the fools defend their country without a single soldier.

The devil leaves and the fools continue to work.

Scene 6

- Narrator 2:** Did the devil manage to persuade the Tsar of Tarakan to attack Ivan's kingdom?
- Narrator 1:** Yes, and the army took away grains and cattle from the fools.
- Narrator 2:** Didn't the fools do anything to stop them?
- Narrator 1:** The fools let go without a resistance. To the soldiers who attacked them, they said, "If life is so miserable in your country, dear friends, come and stay with us."
- Narrator 2:** And the soldiers still didn't relent?
- Narrator 1:** They couldn't. Their duty was to fight in the name of their tsar. When the soldiers burnt their houses, the fools wept saying, "Why do you destroy them? If you want, take them for yourselves."
- Narrator 2:** I'm sure the soldiers were still unmoved.
- Narrator 1:** This time, the soldiers could bear no more and refused to go on. The Tsar of Tarakan had to withdraw his army from Ivan's kingdom and the devil had to think of another plan.
- Narrator 2:** So what did he do?
- Narrator 1:** He returned, this time in the disguise of a nobleman, and tried to introduce money into Ivan's kingdom.
- A place in Ivan's kingdom. Some women are sitting together, talking happily and knitting clothes. The devil appears, dressed grandly, as a nobleman. His appearance commands the interest of the women, almost immediately.*
- Woman 6:** *[to another woman]* Who's this?
- Devil:** I am a man of business; I'm here to teach you to live well. *[The women look at one another uncomprehendingly. He takes a gold coin from his robe and shows it to the women.]* This gold coin can save you from all the hard work you do.
- Woman 6:** How can that be true?
- Woman 8:** Our Tsar Ivan has a lot of these, but they are of little use to us.
- Devil:** Of what use is gold if not for a life of comfort? The more you have of it, the more you shall enjoy comfort and happiness.

- Woman 9:** But where will we get the gold from?
- Devil:** I have plenty of it and will give it to you, in return for work.
- Woman 10:** We have always exchanged our goods or paid in labour. This is unheard of!
- Woman 7:** We have been fools for so long and never enjoyed life. But here's a chance to make up for lost time. *[to the devil]* I shall cook food for you every day, sir.
- Woman 6:** I'll sweep your house and wash your clothes.
- Women 8 and 9:** And we will bring you vegetables from our farms.
- Devil:** *[pleased]* Very good. *[He looks at two other women in the crowd.]* Do you have cows and hens in your farms? *[They nod.]* Then bring me eggs and a jug of milk every day.
- Women 10 and 11:** Yes, sir.
- Devil:** I shall pay each of you a gold coin every day. Let's begin from tomorrow. *[The women pick up their knitting and leave excitedly. The devil watches them with evident happiness.]* This plan is working better. *[an evil glint in his eye]* Now I shall ruin Ivan with money and greed.
The devil leaves.
- Narrator 1:** Soon, the fools had a lot of gold coins, but none understood their real worth. Women wore them as necklaces, girls wore them in their hair and children played with them on the streets. When they had enough, people lost interest in gold and stopped working for the devil, who found himself in trouble again.
CHANGEOVER—Another part of Ivan's kingdom. The devil is in search of the mason. He seems to be in deep distress.
- Devil:** *[to himself]* Why hasn't the mason come to repair the roof? It has developed a leak and the rains are making it worse. *[He comes upon the mason working at his house.] [to the mason]* My dear mason, why haven't you come to work at my house?
- Mason:** I have no time, sir. My house needs attention too and there are others who need me.
- Devil:** But I haven't slept for two nights now. My bed is wet from the rains.

- Mason:** Why don't you repair the roof yourself, sir?
- Devil:** *[irritated]* Why should I do it, when I can afford to pay you in gold for the work?
- Mason:** I have more than enough gold, sir. My wife has made ten necklaces with it; any more will give her a stiff neck.
The mason continues with his work without another word.
- Devil:** *[mutters to himself]* What a fool! He doesn't know the worth of gold.
[The devil moves on and meets the woman who cooks for him, and her companion on his way. His earlier irritation immediately gives way to some hope.] Dear lady, why haven't you come to cook for the last two days? I've been starving.
- Woman 7:** Henceforth, you will have to make your own food, sir.
- Devil:** *[angry]* Do you expect me to cook for myself? *[The cook appears unmoved and the devil speaks to her more gently.]* I'll give you two gold coins a day if you want.
- Woman 7:** We don't need more gold pieces, sir. We have no use for them.
The other woman, who has been watching silently so far, agrees with her.
- Woman 12:** That's true. My children are tired of playing with them. *[to the cook]* If I were you, I would exchange my labour for something more useful.
Both the women leave.
- Devil:** *[shocked]* Her children play with gold coins? *[irritated]* They don't understand that gold is wealth! Why won't any of them work for me anymore? *[Dissatisfied, the devil walks on, only to meet his milkmaid, along with a few other women.] [to the milkmaid]* There you are, my lady! Why haven't you brought me any milk for the last two days?
- Woman 10:** Sir, we have other things to do besides work for you. Why don't you get a cow for yourself? Everyone around here has one. I can give you one of mine for some time, if you want.
- Devil:** Are you suggesting that I milk the cow myself?
- Woman 10:** In this country, everyone does their own work. You must do so too.
- Devil:** I don't do any work. I make others work for me and pay them in gold. *[to all]* In other kingdoms people die for gold, but fools that you are, you don't understand its real worth!

- Woman 6:** We do understand its worth. We have made buttons, scarves and earrings with the gold you gave us. You may even take some of them for yourself.
- Woman 8:** What else can we do with all the gold? All those things we've made have no real value like vegetables or milk.
- Woman 6:** Our tsar says that if you depend on others for your work, you lose your sleep and appetite. You should take care of yourself too, sir.
- The devil looks extremely distressed. Slowly, the women begin to leave and the devil stands looking lost. Unnoticed by the devil, the jester watches him.*
- Devil:** *[to himself, in distress]* None of them will work for me. What shall I do now?
- The jester goes to stand right behind the devil and begins narrating a verse. The devil is taken completely by surprise at the sudden interruption.*
- Jester:** "People are bold!
Reaction to gold,
Hopelessly cold."
- Devil:** Who are you?
- The jester continues his verse without an answer.*
- Jester:** "You thought they will be sold
To the glitter of your gold
And you will have a hold."
- Devil:** *[irritated]* Stop your silly verses, will you?
- The jester paces around the devil, adding to his irritation.*
- Jester:** You are surely an angry man. Go to Ivan, the tsar. If you have worked hard, he will certainly feed you. Let me see your hand. *[The jester looks at the devil's hands, disapprovingly.]* Shamefully clean! The tsar will make you eat on the floor.
- Devil:** Are you insulting me?
- He tries to hit the jester, who recoils.*
- Jester:** That's the law of the tsar's house. Only those who work with their hands are allowed to sit at the table.

- Devil:** Do you think people work only with their hands and backs?
- Jester:** How would we know?
- Devil:** Clever people work with their heads. It is more profitable and difficult at the same time. Sometimes the head aches badly.
- Jester:** Then why torture yourself, my friend? Spare your head.
- Devil:** I torture myself so that people like you won't remain fools forever. *[determined]* I will teach you to use your brains and show why it is more profitable.
- Jester:** Do teach us all, so that when our hands are worn out we can use our heads. Let me gather everyone here.
- The jester goes out and calls out to the fools, who gather around the devil. The devil gets onto a platform to speak. As he does, the jester silently leaves.*
- Devil:** *[addresses the crowd]* Brothers, why do you think you are fools? It's because you work with your limbs and not with your heads. One who is clever uses his head to get others to work with their hands. He sells the things they make for gold, gives them about a tenth of what he gets and keeps the rest to himself. And what does he do with the gold? He doesn't play with it like you do. He uses them to make new things of comfort and sells his old things to his neighbours, who are not so rich. That way, he makes more gold. *[coughs]* *[to someone in the crowd]* Give me some water, please.
- Fool 8:** If you can work better with your head than you can with your hands, then you can find the water yourself too.
- The jester returns with Ivan, and together they join the crowd.*
- Ivan:** *[to someone in the crowd]* Has the gentleman used his head yet?
- Fool 8:** No, he has only been talking so far.
- The devil not having noticed Ivan, continues his speech undisturbed.*
- Devil:** If you are to be clever, you must make arms and ammunitions and sell them to your neighbours. You should make sure that they keep fighting amongst themselves so that they will buy more weapons and bring you more gold. And you mustn't share the knowledge of making weapons with anybody. Do you understand?
- Fool 9:** *[disinterestedly]* We are waiting to see you use your head. When will you start?

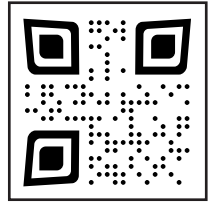
- Devil:** *[irritated; shouts aloud]* What fools you are! What do you think I've been doing? *[mops his forehead]* Give me some water.
The crowd ignores the devil's request.
- Fools:** *[excitedly in unison]* There, looks like he is about to start.
- Devil:** I need some food and water, do you hear? *[The crowd does not respond. They continue to discuss the happenings excitedly amongst themselves and watch the devil, expectantly.] [to himself]* It's like hitting one's head against a wall.
The devil walks over to one of the pillars on the platform and starts hitting his head against it.
- Fool 10:** *[excitedly]* Look! He has finally started to work with his head!
- Devil:** I'm so tired.
The devil falls in a faint. The fools shout and jump in excitement. They crowd around the body of the devil. Ivan gets on the platform, to take a better look at the fallen form. The jester follows him. From under the rich man's attire, the real face of the devil is now seen.
- Jester:** He was speaking the truth. Working with the head does seem very difficult.
- Ivan:** How horrid! It's another of those devils! He must be the father of them all. I hope he will never rise again. *[addresses the fools]* Friends, let us work with our hands and backs as long as they are strong and our hearts are happy.
- Fools:** Yes, sir.
The fools begin to rejoice.

Written by Anutamma Ghosh

Glossary

- scheme:** a secret plan, usually to deceive someone
- tsar:** the title given to a Russian ruler, before 1917
- viceroy of India:** formerly, the head of the British administration in India
- doggedly:** without giving up
- exasperated:** extremely annoyed

rosewood:	hard, dark-coloured wood used for making furniture
bewildered:	confused
downcast:	sad or without hope
flutter:	a strong feeling of excitement
nobleman:	member of the highest social rank in society
uncomprehendingly:	without understanding
recoils:	moves back due to fear or to avoid something
ammunitions:	a supply of weapons



Notes

This adaptation largely concentrates on the three brothers—Simeon the soldier, Tarras the merchant and Ivan the fool. While Simeon and Tarras are tempted by wealth and power, Ivan is content with a simple life. He works hard on his farm to take care of his family. Though called ‘Ivan the Fool’ for his simple-mindedness and lack of intelligence, it is he who defeats the devil and his plans. The manner in which he achieves it makes for a brilliant story.

The devil attempts to make the brothers fight amongst themselves in order to disturb their peace. For this purpose, he sends three of his imps. The imps plan to make the brothers lose all their possessions, and to get them to fight over their share of their father’s property. Of the imps, two succeed in winning over Simeon and Tarras, who end up losing all they had earned. The third imp sent to make trouble for Ivan, however, is not so successful. He finds it difficult to overcome Ivan, who gets the better of him. Ivan foils the plans of the other two imps as well. The devil then decides to take control of the situation himself.

In the meantime, Ivan uses one of the magical gifts he has gained from the imps to cure the tsar’s daughter of her illness. In reward, the tsar gives his daughter in marriage to Ivan and makes him the ruler of the kingdom. Ivan thus becomes the tsar. The devil goes to Ivan’s kingdom, disguised, first, as a general and later as a nobleman. He tries to ruin Ivan through war, money and greed. However, it is the devil who faces defeat, while Ivan continues to rule the kingdom of the fools.

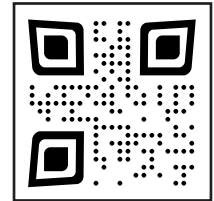
The humour in the story makes it an enjoyable read. Without being moralistic, it stresses the need for hard work, determination and a belief in the self, in a world that values material wealth and possession. Though written in 1880s Russia, the story is both universal and relevant to the world today.

I. Explain with reference to context.

1. *Soldiers playing tunes? What would Ivan know about the use of soldiers? It would take a man of the army to know to use them better.*
 - a. Who says these lines?
 - b. What does the speaker mean when he says 'a man of the army'?
 -  c. What is the mood?
2. *If they stop serving others, they will be free to work for themselves. Then they can work on the fields and make their own food.*
 - a. Who are 'they'?
 - b. What does the speaker mean by 'work for themselves'?
 - c. To what problem is the speaker providing a solution?

II. Answer the questions.

1. Why is Ivan considered a fool? Mention three instances of 'foolish' behaviour.
-  2. *Fools are determined and won't give up easily.* Comment on the truth of this statement.
3. When the imps grant him whatever he desires, what does Ivan choose? Why does he do so?



III. Think and answer.

1. How is Ivan different from his brothers? Say with suitable examples from the text.
2. Read the title of the story. Explain why you think the title of the story is suitable or unsuitable. If unsuitable, suggest another title for it.

IV. Going Beyond

1. *Clever people work with their heads. It is more profitable and difficult at the same time.* Is brain power mightier than physical strength? Discuss your views in an essay of 150 words.
2. Is it possible to live without money or power? Write a short paragraph, explaining your view.
3. *'Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.'* Have a group discussion on the role of the government and society in this context.

GRAMMAR

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

- Grammar Concept Videos
- Worksheets
- Answer Key

1

AUXILIARIES

Modal auxiliaries help to express ability, possibility, permission and obligation. They do not change with the person or number of the subject.

modal and function	examples
can - to express ability - to express or ask for permission - to express possibility - with verbs of perception	- He can play the piano. a. You can eat now. b. Can I join your discussion? - Such things can happen if you are not careful. a. Can you hear the music? b. I can feel it.
could - to express ability in the past - to express conditional ability - to seek help or permission	- I could walk ten kilometres as a young man./ I couldn't do that! - If I had wings, I could fly. Could we eat out tonight, please?
may - to express permission - to express possibility - to express a wish, hope or prayer May is more formal than can.	May I come in? - It may rain today. Look at the clouds. May you have a great year!
might to express possibility when the chances of the event happening are fewer or rare	- I might go to Mumbai next month. - He could not practise much but he might get selected for the music auditions.

shall 1. with the first person (<i>I</i> and <i>we</i>) to express the simple future 2. with the second person (<i>you</i>) and third person (<i>he/she/it</i>) to express a promise or give a command 3. in questions, offers or suggestions	1. I shall complete the project by the end of the week. 2. a. He shall get his money by tomorrow, I assure you. 2. b. “You shall not stay out late without letting your father or me know,” said Mother. 3. You look tired. Shall I make you some hot vegetable soup? Earlier, shall was used with the first person and will with the second and third persons. The two are now used interchangeably.
should 1. to express obligation	1. You should replace the defective laptops.
will 1. to express willingness with the first person, especially in its contracted form—I’ll 2. to express determination or a promise, especially with the first person, that is, I and we 3. to express a polite request in a question form 4. to express future time	1. I’ll certainly do it for you. 2. We will complete the work by tomorrow. 3. Will you join us for dinner? 4. He will be sixteen next month.
would 1. to express a polite request 2. to express a habitual action in the past 3. to express probability	1. Would you mind helping me carry these books? 2. When Adit was a child, he would eat vegetables; now, he’s very fussy. 3. That would be the milkman; he normally comes at this time.
must 1. to express obligation 2. to express necessity	1. You must stand up when the national anthem is played.

3. to express probability	2. You must telephone your mother immediately. 3. The ground is slippery. It must have rained.
Must is a stronger form than ought to .	
ought to to express the same feelings of obligation as must	1. We ought to leave soon or we will miss the train.

Exercises

1. Complete the following sentences with appropriate modals.

- "I _____ help that old lady and her daughters," said a swan with golden feathers.
- "How poor they are! They _____ to have some relief from their suffering," the swan thought to herself.
- "She _____ struggle so hard at her age," the swan said.
- "A few golden feathers of mine _____ to help them," the swan decided.
- The golden swan gave the old lady a few feathers and said, "Remember, you _____ sell my feathers for a profit or you will be punished."

2. Complete the following passage with appropriate modals.

The old woman and her daughters lived happily with the money they earned. Once in a while, the swan (a) _____ come by and give them one or two feathers they (b) _____ sell. The swan told them that they (c) _____ ask for more, so they took what she gave them. One day, the mother became greedy. "If we get all the feathers of the swan we (d) _____ solve all our problems forever," she said. "You (e) _____ behave in such a way, mother," said her daughters but she didn't listen.

3. The following passage has not been edited. Correct the errors and rewrite the passage.

The mother did not trust the swan. She said, "The swan may not fly away. If she goes away, she does not come back. We will be poor again. We may pluck all her feathers." Nothing her daughters said would stop her from catching the swan. But when she tried plucking out the golden feathers, they turned into chicken feathers. "You do not have done this," said the swan to her. "I cannot help you anymore." And the swan disappeared before their eyes.

4. Complete these sentences with modals from the box.

shouldn't might would needn't should could

- (a) Why didn't you tell me that you were eating at your friend's house, I _____ have cooked so much food.
- (b) Why did you go to the deep end of the swimming pool? You _____ have drowned.
- (c) I _____ have got up so early in the morning, I _____ have slept for some more time.
- (d) You _____ have shouted at him, he is really upset.
- (e) I _____ have reached the party on time, nobody arrived for a long time.

5. Write sentences to explain each situation with the help of the clues provided.

1. **Sunita:** Do you require a pass to attend the concert?

Shakshi: a. may/might/ask/for/it

b. could/require/show/it

c. will/won't/ask

2. **Ravi:** I think Venkat missed his flight.

Rajesh: a. might/take/another/one

b. may/take/another/one

3. **Mother:** Why doesn't Rashid answer the doorbell? I'm sure he's in the house.

Father: a. must/engrossed/in TV

b. could/listen/to loud music

c. must/gone into/deep sleep

4. **Sonu:** Mallika didn't come to my birthday party.

I wonder why!

Madhu: a. must/ill

b. may/forget

c. could/angry/you invited her last

6. Match the two halves to make complete sentences.

1. I would have loved to have	a. have read the question incorrectly!
2. Pooja is only sixteen so she couldn't	b. have finished dinner by eight?
3. I really think you	c. seen you while I was in Delhi.
4. Sam wasn't here so I	d. forgotten that part of the syllabus!
5. The teacher must have	e. couldn't have told him the news.
6. We really ought to have	f. have won the prize for music.
7. If I hadn't played Xbox so much, I	g. asked permission to use the printer.
8. Do you think you will	h. should have waited for the rest of us.
9. My class might	i. would have finished the project.
10. I only got a D so I must	j. have taken her driving test yet.

7. Tick the right sentences and correct the wrong ones.

1. Praveen might have gone on holiday. I saw him this morning at the station.
2. Aunt Lily couldn't have asked for better weather on her wedding day.
3. The thieves will have escaped by car but we can't be sure.
4. They must have come in through the roof. Look at that hole!
5. I can't have left the umbrella in the supermarket; I had it on the bus with me.
6. He could have worked a little longer and completed the project.
7. She would have revised more for her exams. Now it is too late!
8. The parcel will have arrived by now. Let's call the courier office.
9. You should have tried a new method if the old one didn't work.
10. We can not to have left the door of the cage open.

8. Complete the following conversation with the correct words.

Akhil: Where are you? You (a) _____ have been here half an hour ago!

Prem: Sorry—who is this?

Akhil: It's Akhil. You (b) _____ have forgotten already! We have the final rehearsal this morning.

Prem: Oh Akhil! I'm sorry. I'm not very well. I (c) _____ have called you but I was feeling so terrible!

Akhil: You (d) _____ have let someone know. Why didn't you ask your sister to call?

Prem: I did! I asked her last night. She (e) _____ have forgotten...

- Akshil:** I'm really sorry you're ill. Do you think you (f) _____ feel stronger by opening night?
- Prem:** I really hope so. Honestly, I (g) _____ have come if I (h) _____ have. I can hardly speak; my throat is so sore.
- Akshil:** Yes, I (i) _____ tell! Oh well...I'll tell the director. Take care of yourself. I'll phone you later. Bye!

9. There are errors in the dialogue. Rewrite the conversation with the correct words inserted.

- Asha:** (a) Sheena will have stopped the car and picked us up.
- Leela:** (b) I suppose she can do it because of the traffic.
- Asha:** (c) It may not have taken us more than a minute to get into the car.
- Leela:** (d) She cannot not have seen us at all, Asha. How can we assume she deliberately ignored us?
- Asha:** (e) Well, I can't be wrong. But I will ask her about it when we meet at school.

10. Rearrange the words to form meaningful sentences.

- (a) out/Pharaoh's/stepped/the/a/while/daughter/for

- (b) basket/home/saw/she/boy/in/him/the/and/baby/took/the

- (c) and/lot/named/she/him/loved/a/Moses/him

- (d) for/to/I/to/you/a/speak/like/moment,/Sheena/would

- (e) us/me/stop/you/ignored/bus/you/today/could/tell/the/why/at?

- (f) could/couldn't/I/so/invisible,/been/and/we/Leela/have?

- (g) Renu/quite well/six/could/when/already/she/dance/was

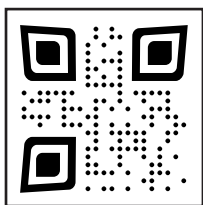
- (h) new villa/be able/we/ to buy that/may not/to afford

(i) I/may/to/more/some/salad/help myself?

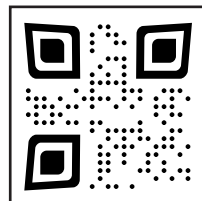
(j) use/driving/their/drivers/mobiles/while/mustn't/vehicles

11. You are on a flight from Dimapur to Kolkata. Write down what you would say in these situations.

1. Ask your father if he could get your bag down from the overhead storage locker.
2. You want juice with your breakfast, not tea or coffee. Ask the flight attendant.
3. You notice that your co-passenger has some interesting comic books with her. Ask her if you can borrow one.
4. You do not know how to get your seat to lean back. Ask your mother.
5. You want to exchange seats with the passenger next to you so you can be at the window. Ask him this.

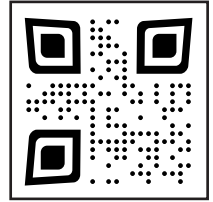


Orient BlackSwan



2

ARTICLES



a (indefinite article)

1. It is placed before a noun or noun phrase beginning with a consonant sound.

- a boy
- a tall boy
- a European
- a pride of lions

2. It is used with a singular countable noun or noun phrase.

- a biscuit
- a young man

3. We cannot use **a** before uncountable nouns. We use **a/an** + **countable noun** + **of** + **uncountable noun**.

- I want a water. (×)
- I want a glass of water. (✓)

an (indefinite article)

1. It is placed before a noun or noun phrase beginning with a vowel sound.

- an artist
- an honour
- an amusing story

2. It is used with letters that begin with a vowel sound.

- She is an MA in English.
- You must add an 'L' here.

the (definite article)

“The” is used before a noun or a noun phrase to refer to a person/thing/event that has been mentioned once.

- Once upon a time there was a king.
The king was well-known for his kindness.

It is used to refer to things which are unique, that is, things of which there is only one in the universe.

- **the** planets
- **the** sky
- **the** Vindhya
- **the** Narmada

It is used before countable nouns when we wish to refer to the whole system.

- Who invented **the** computer?
- Zoologists study **the** animal kingdom.

It is used before nationalities.

- **The** British love tea.
- **The** Egyptians are proud of their rich cultural heritage.

It is used with nouns that do the work of adjectives.

- The party promised laptops for **the** student community if it came to power.

It is used before the names of regions, islands, oceans and newspapers.

- **The** Middle East is a term that became popular around 1990.
- We subscribe to **the** *Deccan Chronicle* every month.

It is used in superlative constructions.

- Rajiv is **the** fastest runner in the class.
- Alphonso mangoes are **the** most expensive variety of mangoes sold in India.

It is also used before the names of musical instruments.

- Do you know how to play **the** guitar?
- Mr Gupta plays **the** saxophone.

Note

No article is used before the names of subjects, seasons, languages and abstract nouns.

- Chemistry is my favourite subject; I also like English very much.
- One has to learn to control anger.

No article is used in noun phrases consisting of a preposition followed by its object.

at home to bed in school

- My uncle is **in hospital**.
- The criminal is **in jail**.

Exercises

1. Complete the following passage with appropriate articles.

Shrek was (a) _____ male Merino sheep in New Zealand. Merino sheep are known to have some of (b) _____ softest and finest wool in the world. They have to be sheared every year. Once, in 1998, Shrek just wandered off. For six years, he lived off (c) _____ land. His owners found him hiding in (d) _____ rock cave. What (e) _____ glorious sight it was!

2. Some words are missing in the following passage. Put in *a, an or the* wherever necessary.

(a) Since Shrek had not been sheared for period of six years, he was unrecognisable. (b) Those who found him said that he looked like ancient, biblical creature. (c) Wool that covered over seventy-five percent of his body made him look really strange. (d) He was taken to Parliament to meet New Zealand Prime Minister. (e) Shrek's shearing, which took place on national television, took astounding 20 minutes. (f) He generated massive 60 pounds of fleece.

3. The following passage has not been edited. There is an error in each line. Correct the errors and rewrite the passage.

(a) Shrek had a unbelievable personality, according to his owners. (b) He was the very friendly sheep and loved to play with children. (c) His fleece was auctioned to help a needy. (d) It fetched an huge sum of 150,000 dollars. (e) In a summer of 2011, Shrek passed away.

4. Expand these newspaper headlines into full sentences. Use at least one article in each sentence.

(a) Army called in to keep watch. (b) Engineering student invents new water filter. (c) Indian team to meet this week. (d) Bicycle thief arrested. (e) Women's group demands politician's arrest.

5. Tick (✓) the correct sentences and rewrite the incorrect ones.

(a) My sister plays a piano very well. In fact, many people feel that she is the talented player. (b) The game will last for another one and an half hours. (c) My grandfather lived in the Mumbai and the Delhi for many years. (d) Our teacher says that all students must come prepared for their test. (e) My neighbour's children go to the school by the car every day.

6. Complete the following passage with suitable articles.

"Inside our compound there is (a) _____ mango tree. My four sisters and I would sit on (b) _____ verandah waiting endlessly for (c) _____ ripe mangoes to fall. (d) _____ thud of (e) _____ falling mango was our starter's signal to sprint to (f) _____ tree. There was no second or third prize, only (g) _____ first prize. Whoever picked up fruit ate it right there and then," P T Usha laughs.

7. Complete the following passage with suitable articles.

Melady, (a) _____ small Kerala village which is home to P T Usha, consists of about (b) _____ thousand houses with (c) _____ cluster of shops. (d) _____ little distance away from (e) _____ main road is Pradeep Nilayam. This house, like all (f) _____ others, has no number. It is no different except for (g) _____ Appu mascot painted in metallic silver on either side of (h) _____ main entrance. Appu, (i) _____ mascot of (j) _____ Asian Games Meet held at New Delhi in 1982, has been painted at the entrance because Usha won two silver medals at that meet.

8. Insert the correct articles in the blanks to complete this passage. If there is no article required, mark the blank with a ×. Hint: There are two such blanks!

When Isaac Newton was born on Christmas day in 1642 in (a) _____ small village of Woolsthorpe, in England, little did his mother know what he would grow to achieve. Little

did she know that he was destined to explain many matters which had been (b) _____ mystery since (c) _____ beginning of time.

Isaac was left in (d) _____ care of his good old grandmother from (e) _____ time he was (f) _____ small baby. She was very kind to him and sent him to (g) _____ school. Even when he was very young, Isaac was very skilled in (h) _____ mechanics. He had (i) _____ set of little tools and saws of various sizes that he had fashioned by himself. With (j) _____ help of these, Isaac tried to make many curious objects.

(k) _____ neighbours looked at these wondrous things which Isaac manufactured with great admiration. And his old grandmother was never weary of talking about him. "He'll make (l) _____ capital workman one of these days," she would say. "No fear, Isaac will do well in (m) _____ world!"

9. Identify these mistakes in the use of *a*, *an* and *the* in this passage.

Note: a. the article may be missing b. it may be incorrectly used

Rewrite the passage correctly.

(a) Despite its status as our National Animal, a tiger is highly endangered, and less than 2000 survive in our forests. (b) According to Dr Ullas Karanth, a expert on tigers, India's forests can easily support 3000 more tigers if we do a right things. (c) This requires understanding what the tigers need in order to survive, and taking determined steps to remove a threats they face.

(d) Most of us are aware that the tiger poaching is an major threat. (e) Every part of tiger, be it its skin, bones or body parts, is in high demand in China and parts of the Southeast Asia, where skin is used for decorative purposes, and bones and body parts are used as ingredients in traditional medicine. (f) Although there is no evidence of efficacy of tiger products in treating illnesses, deep-rooted superstitious beliefs fuel an increasing demand.

(g) With tigers having been driven to extinction in most other Asian countries, our National Parks and Sanctuaries have become a main target of poachers. (h) Two other factors worsen an impact of tiger poaching – habitat destruction and a poaching of prey animals.

10. Rewrite these newspaper headlines as grammatically correct sentences.

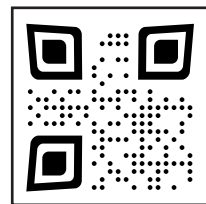
1. Team of firefighters rescues trapped kittens from raging inferno
2. Indian rupee drops to new low in ten years
3. Elections poised for close and dramatic finish
4. Upstart from nowhere upsets reigning champion at Wimbledon
5. Prime Minister announces plans for expansion of cabinet

6. Work on new Olympic stadium to be completed in 2018
7. Identity of palace intruder remains mystery
8. Police investigate reports of cyber crime in capital of UAE
9. Price of foodgrains up because of monsoon failure
10. Lifetime Achievement Award for veteran actor of Malayalam cinema

11. Complete the blanks with appropriate articles. Not all blanks need an article. Put an × where no article is necessary.

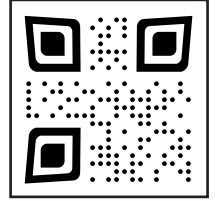
Matthew encountered (a) _____ stationmaster locking up (b) _____ ticket office preparatory to going home for (c) _____ supper, and asked him if (d) _____ five-thirty train would soon be along. “(e) _____ five-thirty train has been in and gone half (f) _____ hour ago,” answered that brisk official. “But there was (g) _____ passenger dropped off for you—(h) _____ little girl. She’s sitting out there on (i) _____ shingles. I asked her to go into (j) _____ ladies’ waiting room, but she informed me gravely that she preferred to stay outside. ‘There was more scope for imagination,’ she said. She’s (k) _____ case, I should say.”

“I’m not expecting (l) _____ girl,” said Matthew blankly. “It’s (m) _____ boy I’ve come for.”





TENSES



The Simple Present Tense

The simple present tense expresses—

1. general truths which may be considered valid for all times.

- Wood **floats** on water.
- The sun **rises** in the east and sets in the west.

2. habitual actions or routines.

- I **wake** up at 6.30 a.m. every day.
- My mother **leaves** for work at 8.30 a.m.

3. scientific or other facts.

- Green vegetables **provide** the body with vitamins.
- The heart **pumps** blood to the rest of the body.

4. programmes and timetables.

Here, the present tense often expresses future time.

- The flight from Delhi **reaches** Chennai tomorrow evening at 5 p.m.

5. the historical present, that is, to talk vividly about a past event.

- This **is** a story of a soldier who **saves** his country from invaders.
- Arjuna **asks** Krishna to tell him what his duty is.

The Present Continuous Tense

The present continuous tense is used—

1. for an action in progress at the present moment. The action would have started sometime in the past and will continue sometime into the future.

Let us contrast the present continuous tense with the simple present tense to understand this point better.

- Dhoni **bats** extremely well.
- Dhoni **is batting** extremely well.

The first sentence talks of Dhoni's competence as a batsman. The second sentence refers to his batting now, that is, in the current match.

2. to talk about an action which is temporary and happening now, but not necessarily at the moment of speaking.

- I **am doing** a course in cooking these days.

3. with adverbs such as always, constantly and so on to express a repetitive negative action.

- Sunil **is constantly talking** in class.

4. to indicate future time.

- The president's flight **is leaving** at six o'clock in the evening.

Some verbs related to state, possession, opinion and senses are known as **stative verbs** and are not normally used with the present continuous tense.

appear	believe	belong	consist of	cost
like	hear	remember	own	realise
owe	mean	matter	understand	forget
seem	have	care		

They are very rarely used in the continuous form—it is dependent on their contextual meaning. Here are some examples.

- I **am thinking** it may not be a good idea. (opinion)
- You look very serious! What **are** you **thinking** about? (mental process)
- We **are thinking** of going to Goa next month. (future plan)

The Present Perfect Tense

The present perfect tense is used—

1. to describe an action in an unspecified time in the past. In this case, we often use the words **already**, **yet**, **ever** or **never** along with the present perfect tense.

- The team **has won** the match.

2. to describe an action that began in the past and is still continuing. In this case, we often use the words **for** and **since**.

- I **have not eaten** anything for ten hours.
- Sohan **has not attended** school **since** last Friday.

3. to talk about actions that have taken place very recently. In this case, we use words like **just**.

- Renu **has just left** for the library.

The Present Perfect Continuous Tense

The present perfect continuous tense is used—

1. for an action or situation which began in the past and continues up to the point of speaking. The action may not be complete at this point.

- I **have been trying** very hard to solve this problem for the past two hours. (The action is not complete.)
- I **have tried** very hard to solve this problem; I think I will ask my mother for help now. (The action of trying is over.)

2. to refer to a series of repeated actions or situations that began in the past and has continued up to the present.

- For the past two months, my parents **have been discussing** the final arrangements for my sister's wedding. (The action is not complete.)
- My parents **have discussed** the final arrangements for my sister's wedding. (The action is complete.)

3. to refer to an action that is temporary in nature and lasts for a short duration of time. The present perfect tense, on the other hand, refers to an action that is more permanent in nature and lasts for a longer duration of time.

- I **have been playing** tennis every evening since the holidays began.
- I **have played** tennis every evening for the past two years.

The Simple Past Tense

We use the simple past tense—

1. for an action or an event that occurred at a definite time in the past and is over at the time of speaking. Adverbs of time, like **yesterday**, **on Monday**, **last week**, **in the 1960s**, **at 6.30**, **in January** and **a few days ago** are commonly used.

- Yesterday, we **waited** at the bus stop for more than an hour.

2. to refer to an action which took place over a period of time in the past, or which took place regularly and repeatedly, but is over now.

- During my early years at school, I **enjoyed** drawing and painting. (I do not enjoy drawing and painting now.)
- Sunit and I frequently **studied** together when we were in class seven. (We do not study together now.)

The Past Continuous Tense

We use the past continuous tense—

1. to show that an action or situation was going on at a definite time in the past. The action or situation had already started before this time but had not finished.

- The children **were writing** their exams at 11 a.m. yesterday.
- I **was looking** for my book all morning.

2. to refer to repeated actions in the past.

- I **was walking** to school every day, till I got a bicycle.

We use the past continuous tense and the simple past tense forms together for two actions that were going on at the same time in the past. We use the past continuous tense for the longer action and the simple past tense for the shorter action.

- Rina **fell** while she **was running** to catch the school bus.

The Past Perfect Tense

We use the past perfect tense—

1. to describe an action that has taken place before another action in the past.

- The plane **had landed** when we reached the airport.

2. with words like **already** and **just** to refer to actions which were completed before a specific time in the past.

- Anju **had just left** for college when her mother arrived.

3. with indefinite time words like **always**.

- We **had always known** that Sameer would become a pilot.

The Past Perfect Continuous Tense

We use the past perfect continuous tense to refer to an action which had been going on continuously up to that time in the past that we are talking about.

- He **had been living** in Kolkata for a long time before he came to Delhi.

Expressing Future Time

We can express future time in many ways.

	function
going to	1. expresses personal intention or action taking place in the immediate future ◦ We are going to buy a new computer next week. ◦ I am going to opt for Commerce after class ten. 2. expresses probability ◦ Look at the dark clouds; I think it is going to rain.

	function
present continuous tense	expresses future plans and arrangements ○ I have a toothache. I am meeting the dentist in the evening. ○ What are you doing this weekend?
simple present tense	expresses future actions which are determined in advance by a calendar, a timetable or programme ○ The flight leaves for Chennai at 6 p.m. every Thursday. ○ The football match starts at 10 a.m.
will/shall + verb or will be/shall be + verb	- expresses an offer or request ○ Shall I carry your books? ○ Will you open the window, please? - expresses future fact or prediction ○ I will be fourteen next year. ○ The meeting will be over by 4 p.m.
will be/shall be + verb + ing	- indicates an action which will be in progress for some time in the future ○ Tomorrow, I shall be sitting in the train at this time. - indicates future actions that are planned ○ Sushil will be giving an interview at 4 p.m. tomorrow.
will/shall + have + past participle	expresses an action that is expected to be completed by a specific time in the future ○ They will have erected the ceiling by tomorrow evening.
	○ We shall have reached Mumbai by this time tomorrow.

Exercises

1. Complete the following passage with the correct forms of the words in the brackets.

Sniffer dogs are animals that (a) _____ (**train**) to sniff out explosives and drugs with their senses. They are mainly (b) _____ (**use**) by law enforcement units and bomb disposal squads. Traditionally, breeds like Labradors Retrievers, Bloodhounds and Beagles (c) _____ (**attach**) to bomb disposal squads, as they have the necessary abilities. But other breeds like German Shepherds, Doberman Pinschers and Springer Spaniels are also (d) _____ (**employ**). Dogs that are employed by police for protection and search and track duties (e) _____ (**call**) police dogs.

2. The following passage has not been edited. There is an error in each line. Correct the errors and rewrite the passage.

(a) Among sniffer dogs, Shasha, a Labrador retriever, were a famous dog who won the animal kingdom's highest military award. (b) She was serving in the British army in Afghanistan. (c) She assigning to a handler named Lance Corporal Kenneth Rowe. (d) During her three-month service in Afghanistan, Shasha sniffing out 15 hidden hoards of ammunition and explosives. (e) Shasha and Kenneth killed in July 2008. (f) They had patrolled their base when they were ambushed.

3. There is a word missing in each line. Complete the passage with the correct words.

(a) Police dogs retired due to pregnancy, old age or grievous injuries. (b) By the time it retires, a typical sniffer or police dog have worked an average of 6 to 9 years. (c) Dogs killed in the line of duty given the same honours as their human partners/handlers. (d) The handlers permit to take all decisions regarding their dogs. (e) Any intentional injury or killing of a police dog will result in harsh punishments; more than what laid out in animal cruelty laws.

4. Complete the following passage with the right forms of the words in the brackets.

The Western Ghats are a range of mountains that (a) _____ (**run**) along the western side of India. They (b) _____ (**designate**) as a World Heritage Site by UNESCO, as an astonishing number of endangered flora and fauna (c) _____ (**find**) there. The mountain range (d) _____ (**begin**) near the border of Gujarat and Maharashtra and (e) _____ (**continue**) southwards, all the way to Kanyakumari.

5. There is an error in each sentence. Edit and rewrite the passage.

(a) The Western Ghats formed some 150 million years ago. (b) Hundreds of years ago, the mountain ranges covered with dense forests, making it difficult for people to cultivate land and build settlements. (c) But in the last three hundred years or so, large portions of the forests are cleared to make way for cultivation. (d) Several rare species of plants destroyed during that time. (e) Before being recognised by UNESCO, the area declared a biological hotspot in 1988.

6. Complete the following passage with the right forms of the words in the brackets.

UNESCO's decision to declare the Western Ghats as a World Heritage site (a) _____ (**have**) a big impact on the flora and fauna found there. Experts say, just by the end of this decade alone, the lives of endangered species (b) _____ (**bolster**) by this decision.

This (c) _____ (**mean**) more attention towards the maintenance and care of the ecosystem. Communities in and around these areas (d) _____ (**participate**) in the conservation work. While this offers a new lease of life for the environment, tourism (e) _____ (**be**) adversely affected.

7. There is an error in each sentence. Edit and rewrite the passage.

(a) Oil has make all the difference to the people of the Arab world. (b) For instance, Abu Dhabi was once a very poor village on the Persian Gulf where there was no roads, no schools, few houses, and not much food. (c) In 1962, oil found there. (d) Today, the place is changing beyond recognition. (e) Big roads and bigger buildings are building all the time. (f) And it all happening because of oil.

(g) India's demand for oil and gas rising in leaps and bounds. (h) In recent years, India emerged as one of the most prospective regions in the world with major oil and gas discoveries, both onshore and offshore. (i) Oil and gas continuing to play a substantial role in the total energy mix. (j) However, the need for harnessing alternate energy sources becoming crucial to balance the demand and supply.

8. Use the correct forms of the verbs in the brackets and complete the passage.

(a) A traditional saying goes, "When the bamboo flowers, famine, death and destruction _____ (**follow**)."

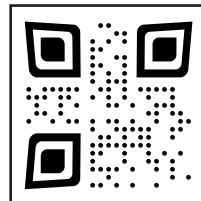
(b) Elders say the flowering and fruiting of bamboo _____ (**take**) place at an interval of 40 to 50 years; the menace persists for three years.

(c) The strange phenomenon of bamboo flowering usually _____ (**occur**) once in the plant's lifetime and the occurrence attracts national and international attention.

(d) Authorities in several Southeast Asian countries _____ (**consult**) one another on how to handle the natural growth cycle of the humble bamboo plant, to prevent its high socio-economic and ecological impacts.

(e) How _____ (**do**) this happen? (f) First, bamboo plants die after flowering, _____ (**leave**) bare, exposed soil. This could be disastrous in mountainous states. (g) The time it takes before the plants take seed again _____ (**deny**) fodder for cattle. (h) When the cattle population _____ (**affect**), it affects the people of the land. (i) Secondly, the flowering _____ (**produce**) a lot of fruit. (j) This fruit _____ (**draw**) rats on a massive scale; locals call it the time of *idur banya* (invasion by rats). (k) The huge rat population eats up rice and other food crops, not only in the fields, but also _____ (**store**) in granaries. This then leads to large scale famine.

9. Write a short letter to your friend, sharing this information.



- (a) the place, the school and the class you are in
- (b) the activities you do at school and at home
- (c) the things that are happening at home
- (d) the changes in your eating habits of late, if any
- (e) the places in your city that you visit frequently

You can begin like this:

Dear...

You can end like this:

Affectionately yours...

10. There has been a burglary. The police asked the residents what they were doing when the burglary occurred.

(a) Mr Panikar – mow the lawn. (b) Mrs Thomas – watch favourite TV serial. (c) Mr Santosh – prepare breakfast. (d) The Patels – out on vacation. (e) Ms Arti – have bath.

11. Complete these sentences using the correct form of the verb from the words given in brackets.

1. I _____ (read/will read/had read) many science fiction novels when I was young.
2. Raj _____ (has been working/worked/is going to work) on a novel for the past eight months.
3. By the time I _____ (go/had gone/went) to the hospital, the doctor _____ (perform/had performed/performed) the surgery.
4. My sister _____ (flew/was flying/is flying) home from Paris today. Her flight _____ (will arrive/has been arriving/will have arrived) in an hour so I _____ (am leaving/left/was leaving) for the airport right now to get there in time.
5. My grandfather _____ (was resting/rested/is resting) at home after his surgery last week.
6. My mother _____ (reads/will read/has read) a book before going to sleep every night.
7. Amina and Yasmeen _____ (moved/are going to move/are moving) to Australia with their parents last month.
8. Mary _____ (was thinking/will be thinking/ has been thinking) about what she wants to study at University for the last two months.
9. Mathew _____ (will want/want/had wanted) to join the medical college, but he _____ (had failed/failed/fails) to get admission.
10. The policeman _____ (catch/caught/is catching) the robber red-handed.

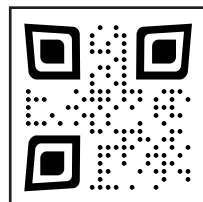
4

REPORTED SPEECH

In direct speech, we reproduce the actual words of the speaker. We place the spoken words within inverted commas (“ ”). In indirect speech, we report the words of the speaker. **Indirect speech** is also called **reported speech** and is used when statements, questions, commands and requests are reported later. While reporting, or when changing direct speech to reported speech, a few changes take place with the reporting verb.

Reporting statements

- When reporting statements, we make the following changes:
 - change the pronouns
 - omit *that*
 - change the tense in the reported statement



Reporting requests and orders

- While reporting a request or command, we use this pattern: **ask/tell/order/someone + infinitive**
- While reporting commands and requests in the negative, we use this pattern: **ask/tell/order/someone + not + infinitive**

Reporting questions

- When reporting questions, we use the same word order as in reporting statements.
- The pattern is as follows: **asked/wanted to know + when, where, how, what, etc.**

1. Do you **like** the food? She wanted to know **if I liked the food**.
2. Where do you **live**? She asked me **where I lived**.
3. How old **are** you? She wanted to know how old I **was**.

- There is a change in tense of the reporting verb according to the meaning.
- If the question word is missing, **if** or **whether** is added.

4. Do you know English? He asked me **whether/if I knew English**.

Direct Speech	Reported Speech
Simple Present Tense He said, "I am a doctor."	Simple Past Tense He said (that) he was a doctor.
Present Continuous Tense He said, "I am examining a patient."	Past Continuous Tense He said (that) he was examining a patient.
Present Perfect Tense He said, "I have seen ten patients since morning."	Past Perfect Tense He said (that) he had seen ten patients since morning.
Present Perfect Continuous Tense He said, "I have been running this clinic for seven years."	Past Perfect Continuous Tense He said (that) he had been running this clinic for seven years.
Simple Past Tense He said, "I bought an X-ray machine recently."	Past Perfect Tense He said (that) he had bought an X-ray machine recently.
Past Continuous Tense He said, "I was practising in Singapore."	Past Perfect Continuous Tense He said he had been practising in Singapore.
Past Perfect Tense He said, "The patients had already arrived when I entered the clinic."	Past Perfect Tense (NO CHANGE) He said (that) the patients had already arrived when he entered the clinic.
Past Perfect Continuous Tense He said, "I had already been updated about the history of the patient's health."	Past Perfect Continuous Tense (NO CHANGE) He said (that) he had already been updated about the history of the patient's health.
Future Tense (will) He said, "I will renovate the clinic soon."	would instead of will He said (that) he would renovate the clinic soon.
Future Tense (going to) He said, "I am going to take a loan from the bank."	Present Continuous Tense He said (that) he is going to take a loan from the bank.
	Past Continuous Tense He said (that) he was going to take a loan from the bank.

1. You do not need to change the tense when—

a. the reporting verb is in the present tense.

Rita says, "I've **got** a job in Delhi and I'm **moving** there next week."

Rita says that she **has got** a job in Delhi and she **is moving** there next week.

b. the original statement in direct speech was about something that is still true.

The minister said, "Inflation **is** on the rise."

The minister said (that) inflation **is** on the rise.

2. Changes in expressions of time and place

Look how expressions of time and place change when changing from direct to indirect speech. Remember, these changes on the circumstances of the reporting, so common sense rather than rigid rules apply.

a. **here:** Mala said, "The library is **here**."

there: Mala said (that) the library was **there**.

b. **now:** Anil said, "I want ice cream **now**."

then: Anil said (that) he wanted ice cream **then**.

c. **this:** Varun said, "**This** book is interesting."

that: Varun said (that) **that** book was interesting.

d. **ago:** Sohail said, "I came from Bengaluru five years **ago**."

before: Sohail said that he had come from Bengaluru five years **before**.

e. **yesterday:** Fathima said, "We watched a film **yesterday**."

the day before: Fathima said (that) they had watched a film **the day before**.

3. Sentences in indirect speech often require link words like '**and**', '**but**', '**so**' and '**because**'.

Leela said, "I am very busy. I will not be able to join you for the party."

Leela said that she was very busy **and** would not be able to join us for the party.

4. Changes in orders and instructions

- a. Orders or instructions that have an infinitive construction (**to + verb**) are introduced by words like **told**, **ordered** and **commanded** in the indirect speech.

He said, "Wait for a while."
He **asked** me **to wait** for a while.

He said, "Don't say a word."
He **told** me not **to say** a word.

- b. Orders or instructions take a **was not/were not + to + verb format** in the indirect speech.

Receptionist: "**Sit** in this room until the doctor calls you."
The receptionist said (that) I **was to sit** in the room until the doctor called me.

5. Change in auxiliary verbs

- a. Here is a list of auxiliary verbs that always change when converting direct into indirect speech.

Direct Speech	Indirect Speech
1. can/cannot	1. could/couldn't
2. may	2. might
3. will/shall	3. would/should
4. must	4. have to

- b. Here is a list of auxiliary verbs that do not change when converting direct into indirect speech.

might

He said, "I **might** come tomorrow."
He said (that) he **might** come the day after.

could (to express possibility or impossibility)

Child: "The book **could** be lost."
The child said (that) the book **could** be lost.

must (to express a conclusion)

"You **must** be joking", he said.
He said (that) I **must** be joking.

need not

"You **need not** stay on after the class," the teacher said.
The teacher said (that) I **need not** stay on after the class.

Exercises

1. Rewrite the passage in reported speech using the words from the box.

attributed said added suggested predicted

(a) "The extended run of mild weather in the capital is likely to continue till at least the coming weekend," said officials from the Meteorological Office, New Delhi. (b) The Met office added, "More rain is headed towards Delhi and NCR from Wednesday to Saturday." (c) "The likely wet spell is due to another western disturbance that's set to hit north India from Tuesday," said officials from the weather bureau. (d) "This is the fourth WD to hit northern India this month and it closely follows the previous one," said the weather officials. (e) "If anyone is stepping out during the weekend, they might need to carry an umbrella with them," the weather officials said.

2. The following passage has not been edited. There is an error in each line. Correct the errors and rewrite the passage.

(a) Once the wet spell passes, the capital could be in for some hot, dry weather say the Met department officials. (b) "The temperature could be at least two degrees above normal," they are warning. (c) "As the month progresses, Delhi experiencing heat waves," they reported. (d) Officials were advising residents to stay indoors between 10 a.m. and 3 p.m. (e) "If you do got out, please to be taking an umbrella," they suggested.

3. Rewrite this extract from a news report into reported speech. Use a different reporting verb for each sentence.

"The week ended on a hot, sunny note with the maximum temperature a notch above the average of 39 degrees Celsius. We are expecting similar weather on Monday. The sky will remain partly cloudy tomorrow and the afternoon will be hot," said officials from the Meteorological Office, New Delhi.

4. Complete these sentences in indirect speech.

- (a) I think he will get a distinction in the final exam.
She said _____ in the final exam.
- (b) My neighbours have bought a brand new computer!
She exclaimed _____ a brand new computer.
- (c) Gita went to the beach last evening.
Rafiq said that Gita _____ evening.
- (d) I enjoy playing tennis on Saturdays.
Krish says that _____ on Saturdays.
- (e) I will change my school soon.
Karan told me he _____ soon.
- (f) "Would you speak a little slowly?"
John asked me _____ slowly.
- (g) "Please vote for me."
The candidate urged us _____.
- (h) "Please sit down and make yourself comfortable."
The hostess invited me _____ comfortable.
- (i) "The function begins at 10 a.m., students."
The teacher informed _____.
- (j) "Do visit us when you have some time."
Mrs Patrick told us _____ some time.

5. Rewrite these sentences in indirect speech using the verbs from the box.

warned	encouraged	asked	suggested	advised
enquired	invited	requested	recommended	regretted

- (a) "Are you ready, Hema? Shall we go to the bus stop?" said Sunita. (b) "Do come in and make yourself at home," said the host. (c) "Hurry up, boys, or you will be late for school," said Mother. (d) "If you are eating at Big Burger's, try their chocolate ice cream; it's delicious," our friend told us. (e) "You must take the Young Science Talent Exam," the Science teacher said. (f) "You've got a good head for Science and it is very likely you'll get a scholarship," the teacher said. (g) Father said, "Don't pack too many clothes." (h) "I am sorry I was so rude to you," Aparna told Peter. (i) "May I have a glass of water?" said Asha. (j) "Are there daily flights to New Delhi?" Mr Singh said.

6. Each sentence in the following passage has errors. Edit and rewrite the passage.

- (a) In a press statement, India's foreign affairs official said, "India and Japan work toward an agreement on the peaceful uses of nuclear energy. (b) India also seeking foreign investment to upgrade infrastructure and strengthen economic growth. (c) "We look for Japanese capital, technology and modern management practices for this purpose," the official stated.

(d) With the visit of the Japanese Prime Minister to India, New Delhi and Tokyo sent a clear message to the world. (e) The message says that the strategic bond between these two Asian allies is strong, and gets stronger.

7. The following passage is an extract from a speech. Rewrite it into indirect speech.

(a) “This is a partnership defined by mutual respect. (b) It is founded on shared values. (c) And it is increasingly driven by expanding cooperation.

(d) Culture and religion have linked us for centuries. (e) Trade and technology are now further strengthening the ties. (f) Given the turbulence that defines our age, it is my firm belief that our partnership is essential for peace, prosperity and stability in the Asian, Pacific and Indian Ocean regions.

(g) Everything has reinforced my faith in the enduring value of the partnership between Asia’s two oldest democracies and two of its biggest economies. (h) I believe, the partnership between a strong and economically resurgent Japan and a transforming and rapidly growing India can be an effective force of good for the region and the world.”

8. Read an excerpt of an interview from Bachendri Pal’s book ‘Everest—My Journey to the Top’. She is the first Indian woman to have climbed Mount Everest. Rewrite the text into indirect speech.

Interviewer: (a) How did you get interested in mountaineering?

BP: (b) I grew up in the hills of Garwhal. (c) There, you are always close to nature. (d) As a child, I loved to go on long treks. (e) often explored the woods and the hill slopes alone. (f) I was quite independent and fearless. (g) In school, I loved to take part in sports and other outdoor activities. (h) My parents always encouraged my interest in games and were very proud when I came home with a prize. (i) My elder brother always advised my younger brother, Raju, to take part in outdoor activities like mountaineering. (j) This made me angry. (k) “Why only Raju? (l) Why can’t I take up mountaineering?” I would ask.

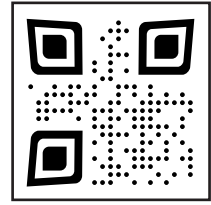
9. Read the script below. Rewrite the conversation into indirect speech.

Waiter: Good afternoon, Sir, welcome to Banana Leaf. Here are your menus.
Today’s special is a parotta korma. I’ll be back to take your order in a minute.

Waiter: Are you ready to order, Sir?

Customer 1: Yes, what is a parotta korma?

Waiter: The parotta korma is made up of brown, crispy, multi-layered bread served with a mix of vegetables, cooked in the South Indian way.



Customer 1: Okay, I'd like to try that then.

Waiter: And you, Sir?

Customer 2: I'll have a masala dosa, thank you.

Waiter: Would you like anything to drink?

Customer 1: I'll have a coke, please.

Waiter: And for you, Sir?

Customer 2: Just water, please.

Waiter: Okay. So that's one parotta korma, one masala dosa, one coke and a bottle of mineral water. Your food will be ready in 15 minutes, Sir. Thank you!

10. Rewrite the story, changing the spoken text to indirect speech. Use suitable reporting verbs wherever required.

The children and their parents stared at the little strip lying in the drawer.

- (a) "You mean that's all?" said Mike Teavee, shocked.
- (b) "That's all," answered Mr Wonka, gazing proudly at the result. (c) "Don't you know what it is?"

There was a short silence. Then suddenly, Violet let out a yell of excitement. (d) "It's a stick of chewing gum!" she screamed.

- (e) "Right you are!" cried Mr Wonka, patting Violet hard on the back.
- (f) "It's a stick of gum! (g) It's a stick of the most amazing and marvellous and sensational gum in the world!"
- (h) "This gum," Mr Wonka went on, "is my latest and most fascinating invention! (i) It's a chewing-gum meal! (j) That tiny little strip of gum lying there is a whole three-course dinner all by itself!"

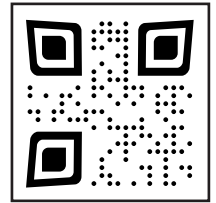
11. Change this politician's speech written in first person to reported speech. Use suitable reporting verbs wherever necessary.

If I win this election, I am going to bring about major changes to the way our state is run. Please refer to my website to know about our plans for the next five years. A detailed agenda has been uploaded. First and foremost, I will make sure that we get sufficient funding from the central government. I will ensure that we have good relations with our neighbouring states. We require their full cooperation in order to solve the current water and power crises. The root of the problem of excessive power cuts is too much demand and not enough supply. In addition, we need to invest in local infrastructure. Finally, education is going to be the primary focus for my government. We will increase the salary of school teachers by 15 percent. We will also build five new schools in each zone.

The Exclamation Mark

Exclamation marks are used—

1. to show delight.
 - Wow! What a beautiful valley!
2. to show urgency.
 - Please help me!
 - Watch out!
3. to show anger.
 - Mind your language!
4. to express surprise.
 - I cannot believe it is you! You have changed so much!
5. to express distress.
 - Oh, no! This cannot be happening!
6. to express excitement.
 - I am going on a trip to the Maldives!
7. to express a strong command.
 - Halt! Do not go one step further!



Notice how an exclamation mark changes the tone of a sentence.

- Nita said, "No, not now."
Nita said, "No! Not now!"

Sometimes a sentence can be used as both an exclamation and a question.

- How could you do that? ✓
How could you do that! ✓

Exercise 1

Tick (✓) the correct sentences. Correct the incorrect ones.

1. Hurrah! We have won the match! ✓
2. Look out. That car is going to hit you.
3. Look at what the dog has done to my shoes?
4. Where were you!
5. I cannot believe I won the tickets to the rock concert. Do you want to go with me?
6. Ouch, this really hurts.

The Quotation Mark

Quotation marks (“...” and ‘...’) are used in two main ways—

1. to enclose the title of a published work (a book, film, play, newspaper).
We use single or double quotation marks for titles of published works. We use italics instead of quotation marks for titles of published works if we are typing it out.
 - I read *The Times of India* every morning.
2. to enclose the exact words that someone else has written or said.
We use a comma or a question mark at the end before closing the quotation marks, if the quotation comes before **he said/asked**.
We place a full stop or a question mark at the end before closing the quotation marks, if the quotation comes after **he said/asked**.
 - “It really is a total mystery,” the director of the museum, Mr Arun Kumar, said yesterday. “Nobody has seen them putting the statue there.”

Exercise 2

Insert quotation marks where necessary in these sentences.

1. Have you read the sequel to ‘The Hitch Hiker’s Guide to the Galaxy’?
2. We are asking everyone in the area to be alert the spokesman said.
3. Most people do not realise how demanding writing is said the famous author.
They think you sit down and the words just flow out.
4. A Midsummer Night’s Dream is my favourite Shakespearean play.
5. It was a nightmare the young surfer said after being chased by a two-metre shark.
6. The last lines of Tomorrow, When the War Began were I just hope we can survive.

7. I read a review of that film in The Express and decided not to see it.
8. The school's performance of West Side Story was the best I have seen anywhere.
9. The zoo worker said I was simply doing my daily job, feeding the bears when one suddenly turned on me.
10. His memory is not good and we are worried that he might have gone to the wrong place the old man's daughter said tearfully.

The Comma

Without the commas, the reader might think that the dog is talking to the child.

- The dog said my dad is scratching at the door and needs to go out for a walk.

We use commas to emphasise the real meaning of a sentence.

- The dog, said my dad, is scratching at the door and needs to go out for a walk.

Commas are used—

1. before coordinating conjunctions that introduce independent clauses.
Some coordinating conjunctions are—**and, but, for, so** and **yet**.
 - I was hungry, so I made myself some noodles.
2. after adverbs working as conjunctions like **however, finally, furthermore, indeed, meanwhile, nevertheless, therefore** and **unfortunately**.
 - I thought I got an A on the test; however, I got a B+.
 - I could not study because of my illness; nevertheless, I got good marks. I might not be so lucky next time; therefore, I'm going to study very hard!
3. after most introductory phrases and clauses.
 - Since I forgot to bring my lunch, I had to buy my lunch from the canteen.

An introductory phrase usually comes before the subject and verb of a sentence.

 - Since I forgot to bring my lunch, I (**subject**) had to buy (**verb**) my lunch from the canteen.

However, a comma is not used if the subject and verb are far apart.

 - Eating (**subject**) too many sweet things, can give (**verb**) you a toothache. ✕

Eating (**subject**) too many sweet things can give (**verb**) you a toothache. ✓
4. when an adjective comes after the noun.
 - My tennis racket, freshly strung and shiny new, will surely bring me good luck in the tournament.
5. in lists.
 - Please buy eggs, milk, bread and cereal at the store.
 - We studied Mathematics, History, Civics and Grammar.
 - When I go on vacation, I like playing tennis, cricket and chess.

6. when mentioning cities and states.
- I was born in Delhi, Uttar Pradesh, on Independence Day.
7. for addresses.
- Notice there is no comma between the state and the pincode.
- She lives at 225 New Way Street, Indira Nagar, Bengaluru, Karnataka 560 002.
8. with direct quotations.
- “There’s a big dog in the garden,” yelled Malik.
 - Kiran said, “I want to visit the moon someday.”
- We do not use a comma after **Kiran said** when reporting a speech in indirect speech.
- Kiran said that she wants to visit the moon someday.
9. before and/or after an interjection.
- Wow, what a beautiful dress!
 - Well, well, well! My goodness!
 - I told Priya that, yes, I would go with her to the film festival.
10. between consecutive adjectives describing the same noun.
- It was a cold, dark, dreary night. ✓
(**Dark**, **cold** and **dreary** describe the noun, **night**.)
 - It was a cold September night. ✓
(**Cold** and **September** both describe the noun, **night**, but no comma is used.)
- A comma can be used wherever the word **and** sounds right. If the order of the adjectives is reversed and the sentence still sounds right, then a comma can be used.
11. to separate parenthetical expressions from the rest of the sentence.
- Parenthetical expressions are words inserted into a sentence to convey information or ideas that are not absolutely essential.
- I reminded Tarun, in case he had forgotten, that we were supposed to meet Ms Khanna tomorrow.
12. to show that two parts of a sentence are being contrasted.
- I ordered pizza, not pasta.
 - I am going out with Kevin, not Sam.
13. before and after appositives. (An appositive explains **who** or **what** the noun is.)
- Our principal, Varun Nair, made a great speech.

(The subject is **principal**. The appositive, **Varun Nair**, tells us more about who the subject is.)

- Principal Varun Nair made a great speech.

(In this case, Varun Nair is part of the subject. If you leave out his name, the sentence does not make sense.)

14. to indicate omitted words.

- Tonight, I will study Geography; tomorrow, Hindi.

(This means, Tonight I will study Geography; tomorrow **I will study** Hindi.)

Exercise 3

Rewrite these sentences with commas in the correct places if required.

1. They will meet on Wednesday, November 11, 2009.
2. I admit that yes I did try to go for a cricket match even though I was ill.
3. The tall girl from my school Rainbow International is my neighbour.
4. Just as I was about to leave my sister Meera walked in.
5. Everyone who wishes to take part in the cultural programme must stay back in class.

The Apostrophe

Apostrophes are used—

1. with nouns to indicate ownership.

- Imran's football • Nitu's racket • my sister's cat

However, we do not use apostrophes with possessive pronouns.

- This house is their's. ✗

This house is theirs. ✓

- Is this bat your's? ✗

Is this bat yours? ✓

2. to indicate missing letters or numbers.

- 10 of the clock = 10 o'clock
- 1993 → '93
- we were not → we weren't

Apostrophes are almost never used in plural words.

- Both boy's and girl's are invited to enrol for the swimming lessons. ✗
Both boys and girls are invited to enrol for the swimming lessons. ✓

Apostrophes are never used with years.

- I grew up in the 1990's. ✗
- I grew up in the 1990s. ✓

Exercise 4

Tick (✓) the correct sentences. Correct the incorrect ones.

1. That is my sisters T-shirt. *sister's*
2. During the 1950's, Rock music was very popular in America.
3. It was 3 o clock by the time we finished the project.
4. Where were you living in '98?
5. There were tomato's for sale in the market.

Exercise 5

Place commas, exclamation marks, quotation marks and apostrophes where necessary in these sentences.

1. Help! the dogs chasing me.
2. Believe me its no pleasure going to the hills at this time of the year.
3. Please Mary do have a second helping.
4. Yes thats the correct way of solving this problem said the teacher.
5. Good morning How are you?
6. Im glad Rinku that youve come back on time said Father.
7. Im quite happy. Dont worry about me.
8. Lets buy some biscuits toffees chocolates and cake for your grandmother.

The Colon

Colons are used—

1. to indicate that what comes after them are examples.
 - There is one thing I love more than anything else in the world: going to a concert with my friends.
 - There is only one sport for me: basketball.
2. before some lists. A colon is needed when you use these phrases—**these are, there are, the following, as follows, such as** or **these things**.
 - My favourite games are the following: baseball, basketball, soccer, football, squash, racketball, tennis and a few other outdoor games. ✓
 - The ingredients are: flour, eggs, sugar, milk and chocolate. ✗

We do not use a colon if the list comes immediately after a verb.

- The ingredients are flour, eggs, sugar, milk and chocolate.

We do not use a colon if the list comes immediately after a preposition.

- I want to travel to New York, San Francisco, Atlanta and Montreal.
3. before subtitles of books, articles, chapters and so on.
 - The title of the book is ‘Sachin Tendulkar: Cricketing Superstar’.
 4. in the greeting part of a formal letter or business letter.
 - To Whom It May Concern:
 5. in literary references.

We use a colon between the volume and page or between the chapter and the verse.

- John 3:16
[the Book of John, Chapter 3, Verse 16]
 - Encyclopaedia Britannica IV:425
[Volume 4, Page 425]
6. to indicate dialogue when we write a play or a script.
Notice that there are no quotation marks when we write dialogues this way.
 - Brian: Let’s play baseball.
 - Mike: Great idea!
 - Brian: I’ll get my things and you get yours.
 - Mike: I’ll meet you at the field.
 7. before a long, formal quotation.
 - Governor Smith stated to the press: “I think that children should study grammar for at least six hours a day. Learning to speak and write correctly is far more important than anything else—including eating. In fact, I believe that eating is a complete waste of valuable time.”

Fortunately, Governor Smith then said, “April Fool”!
 8. after words such as **caution**, **wanted** or **note**.
 - Caution: slippery floor
 - Wanted: part-time waitresses and waiters
 - Note: Please refer to the back of the book for information!

We capitalise the first letter of the first word after a colon if it begins a complete sentence.

Exercise 6

Rewrite these sentences with colons in the correct places.

1. Rohit always wanted to have an adventure: he wanted to bungee jump from a bridge.
2. I want to do the following before I take my trip read about the country, book my hotel room, buy some warm clothing and check my travel documents.
3. Warning Trespassers will be prosecuted.
4. The title of the chapter is 'Science Hero Stephen Hawking'.
5. Nick cannot go on the trip with his brothers he is not old enough.

The Semicolon

Semicolons are used—

1. between two sentences that are very closely related.
 - My family is Jewish. We celebrate Hanukkah.
My family is Jewish; we celebrate Hanukkah.
(This is a better sentence. Being Jewish and celebrating Hanukkah are very closely related, and that relationship is emphasised by putting them in the same sentence.)
We do not use a conjunction when we use a semicolon.
 - They have three dogs; and two of them are golden retrievers. ✕
They have three dogs; two of them are golden retrievers. ✓
2. before **however** and other similar words that show a relationship between two complete sentences.

These words are called conjunctive adverbs. Here are some other conjunctive adverbs—**also, besides, indeed, otherwise, therefore, in fact, meanwhile, in addition, consequently, nevertheless, next, still, finally, earlier, naturally** and **certainly**.

 - Mukesh thought that the film had ended, however, there was still an hour left for it to end. ✕
Mukesh thought that the film had ended; however, there was still an hour left for it to end. ✓
3. between clauses or phrases that contain a lot of commas.
 - Paul likes books about baseball, aeroplanes and rappelling, Varun likes books about antique cars, computers and rare fish, and Rina likes books about racehorses, dolls and military jets.
The sentence above is correct but it is confusing. It will read better when semicolons are inserted.
 - Paul likes books about baseball, aeroplanes and rappelling; Varun likes books about antique cars, computers and rare fish; and Rina likes books about racehorses, dolls and military jets.

Exercise 7

Correct the errors in punctuation in these sentences.

1. I live in Andhra Pradesh my cousin lives in Assam.
I live in Andhra Pradesh; my cousin lives in Assam.
2. Dani insisted on going for a film Riya wanted to take a walk in the park.
3. My father is the coach of the cricket team, we get free tickets to most matches.
4. I love the colours green, blue and red, the names Maya, Andrea and Sarah but not the sports football, badminton and go-karting.
5. I like baking cakes my sister enjoys cooking Chinese food.

The Hyphen

Hyphens are used—

1. in some compound words.
 - president-elect
 - anti-war
 - self-help
 - middle-aged

The rules for using hyphens are always changing. So it is always better to check with a good dictionary before using a hyphen. Once a particular spelling is chosen, it must be used consistently.

2. with some prefixes.
We use hyphens with numbers, capital letters and especially with prefixes such as **all-**, **co-**, **ex-** and **great-**.
 - all-knowing, all-around
 - ex-employer, ex-convict
 - 5-rupee coin, 40-foot tree
 - co-worker, co-author
 - great-grandmother, great-uncle
 - T-shirt, PG-rated
3. when a word is confusing or hard to read without it.
 - shelllike → shell-like
 - The teacher remarked that he needed to re-mark the exams.
4. with compound numbers.
 - twenty-two
 - thirty-five
 - one hundred and sixty-two
5. in compound adjectives if they come before the noun they describe.
 - the 10-year-old girl
 - up-to-date technology
 - eighth-class students

We do not use hyphens if the compound adjective comes after the noun.

 - The girl is ten years old.
 - The technology is up to date.
 - The students are in the eighth class.

Sometimes certain words look like compound adjectives but they are not. In such cases, check with a dictionary.

- Miranda is a healthy-happy girl. ✕
Miranda is a healthy, happy girl. ✓

These are two separate, independent adjectives. If each of them is used separately, the sentence would still make sense.

- That is a frequently-asked question. ✕
That is a frequently asked question. ✓

Exercise 8

Rewrite these sentences using hyphens in the correct places.

1. The seven hour flight was too tiring for Tina.
The seven-hour flight was too tiring for Tina.
2. Mary recovered from the flu and recovered her sofa during the weekend.
3. Purav's great aunt is coming to visit the day after tomorrow.
4. The coeditors of the book have argued and the launch has been delayed.

The Dash

The dash is not a very formal punctuation mark and should not be overused. We can use a dash or a pair of dashes within a sentence.

Dashes are used—

1. to show a sudden change in thought.
 - Kumar told me—does he really mean it—that he will come tomorrow.
2. to inform us of any changes in advance.
 - The only thing Tony could do—if he could do anything at all—was to sit and wait for the test results to come in the mail.
3. to add an explanation or to emphasise a word or phrase.
 - The book was absorbing—I just could not put it down.

Exercise 9

Insert dashes where necessary in these sentences.

1. In engineering, it would be possible to divide engineers into those that deal primarily with the properties of water, those that deal with the earth and those that deal with the atmosphere. But this is a very broad classification. Under 'water' would appear marine engineers who range all the way from those who build cranes for docks to

those who plan future cities under the sea an exciting concept now rapidly transferring itself from the realms of science fiction to those of reality.

2. My life has also been motivated by my vow to let the world know especially through tributes at significant events or occasions what a great man Mr Toda was.

Exercise 10

Put commas, exclamation marks, quotation marks and apostrophes where they are missing in these sentences.

1. Help the dogs are chasing me.

2. Believe me its no pleasure going to the hills at this time of the year.

3. Lets buy some biscuits toffees chocolates and cake for your grandmother.

4. Yes thats the correct way of solving this problem said the teacher.

5. Good morning How are you?

6. Im glad Rick that you've come back on time said Father.

7. Im quite happy. Dont worry about me.

8. Please Mary do have a second helping.

9. They will meet on Sunday 15 November 2015.

10. I admit that yes I did try to miss school even though I was not ill.

11. At what time mother asked do you have to leave for school today

12. Oh God screamed Thomas Ive forgotten to prepare for my presentation

13. Youve got to shift closer to your college dont you

14. Wow That's a really impressive report card said my friend.

15. Would you mind said the stranger if I asked you for a favour

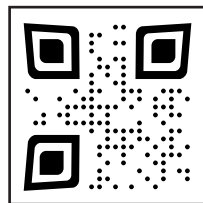
Exercise 11

Insert commas, quotation marks, apostrophes and exclamation marks wherever necessary.

It was seven o'clock of a very warm evening in the Seonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big grey nose dropped across her four tumbling squealing cubs and the moon shone into the mouth of the cave where they all lived. Aughr said Father Wolf. It is time to hunt again. He was going to spring downhill when a little shadow with a bushy tail crossed the threshold and whined. Good luck go with you, O Chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world.



Orient BlackSwan



READING



List of assets that can be accessed through the **Orient BlackSwan Smart App**:

- Additional Reading Comprehension passages with Questions
- Answer Key

1. Read the passage and answer the questions that follow.

The fact that everybody enjoys a good mystery explains why magicians are such popular entertainers. We all know that a magician does not really depend on 'magic' to perform his tricks, but on his ability to act at great speed. However, this does not prevent us from enjoying watching a magician produce rabbits from a hat or swallow countless eggs.

The greatest magician of all time is probably Harry Houdini, who died in 1926. His real name was Ehrich Weiss, but he adopted the name Houdini after reading a book which greatly influenced him. This had been written by a famous magician called Robert-Houdin. Houdini mastered the art of escaping. He could free himself from the tightest knots or the most complicated locks in seconds. Although no one really knows how he did this, there is no doubt that he had made a close study of every type of lock invented. He would carry a small needle-like tool strapped to his leg and he used this in place of a key.

Houdini once asked the Chicago police to lock him in prison. They bound him in chains and locked him up, but he freed himself in an instant. The police accused him of having used a tool and locked him up again. This time, there were chains around his neck, waist, wrists, and legs—but again, he escaped in a few minutes. Houdini had probably hidden his 'needle' in a wax-like substance and dropped it on the floor in the passage. As he went past, he stepped on it so that it stuck to the sole of his foot. His most famous escape, however, was altogether astonishing. He was heavily chained up and enclosed in a wooden chest, the lid of which was nailed down. The chest was dropped into the sea in the New York harbour. In one minute, Houdini had swum to the surface. When the chest was brought up and opened, the chains were found inside.

1. Choose the correct answers. (3 x 1 = 3)
 - a. A magician primarily depends on his ability to
 - i. perform magic.
 - ii. trick the audience.
 - iii. act at great speed.
 - iv. move things quickly.
 - b. Houdini mastered the art of
 - i. vanishing.
 - ii. escaping.
 - iii. playing card tricks.
 - iv. making things disappear.
 - c. Which word in the passage means 'intricate'?
 - i. complicated
 - ii. greatest
 - iii. difficult
 - iv. astonishing
2. Answer these questions. (2 x 1 = 2)
 - a. How did Houdini master the art of escaping?
 - b. Why was 'his most famous escape' regarded as an 'astonishing' one?

2. Read the passage and answer the questions that follow.

Tourism has emerged as the world's largest industry. Growing rapidly in the last two decades, today it accounts for six per cent of world output and employs some 100 million people around the globe. Since the end of the Second World War, it has developed immense revenue and development potential and stands today as a unique natural renewable resource industry.

Tourism—the travel-based recreation—provides people with a change of place and a break from the monotony of daily life. It brings peoples of different nations together, allowing them to come into close contact with each other's customs and other aspects of life. It reveals the scenic beauty and past heritage of a country to people belonging to other nations. The knowledge and experience gained in the process can lead to greater understanding and tolerance, and can even foster world peace.

The contribution of tourism can be nowhere seen more clearly than on the economic front. Tourism generates employment, and adds to the entrepreneurial wealth of a nation. Developing countries, in particular, can reap handsome benefits out of tourism which greatly boosts national income. While tourism's advantages are many, its undesirable side-effects have raised fresh problems.

Tourism can cause social, cultural or environmental disruption. Of greatest concern is its damage to the environment. In order to attract more tourists, sprawling resorts are built which take neither the local architectural styles nor the ecology into consideration. Natural systems come to be destroyed as a result of indiscriminate construction to provide water and waste disposal facilities and recreational arrangements to tourists. This disturbs the ecological balance.

To promote safe tourism while ensuring that it remains a profitable industry, it is imperative to understand the factors that hamper the growth of tourism and check them effectively. The general instability of a nation is damaging to tourism prospects. Political disturbances, in particular, pose a serious problem. The growing violence in the international scene affects the flow of tourists. Whatever the problems, India must work hard to reap the benefits from this industry, for the country has everything to attract visitors from far and near.

1. Choose the correct answers. (3 x 1 = 3)
 - a. Tourism has emerged as the world's _____ industry.
 - i. largest
 - ii. most problematic
 - iii. fastest-growing
 - iv. most profitable

- b. One of the many advantages of travel-based recreation is it
 - i. makes people contribute to events in other countries.
 - ii. reveals the scenic beauty and past heritage of a country to people from other nations.
 - iii. improves relations between nations.
 - iv. reduces growing violence in the international scene.
 - c. The contribution of tourism can be seen more clearly on the _____ front.
 - i. ecological ii. social iii. economic iv. political
2. Answer these questions. (2 x 1 = 2)
- a. What do you understand by 'sprawling resorts'?
 - b. How does tourism disturb the ecology?

3. Read the passage and answer the questions that follow.

April Fool's day, sometimes called All Fool's day, falls on the first of April every year. People play practical jokes on each other on this day. If you've been fooled on April Fool's day, you may wonder how this tradition started. Well, you're not alone. No one knows for sure how April Fool's day began, but the most likely explanation has to do with the calendar. People used to celebrate New Year's Day on April 1st.

In the 1500s, the calendar changed and so did the date for the New Year. But some people resisted this and continued to celebrate New Year on April 1st. They were called the 'April Fools'. People following the new calendar played tricks on the 'April Fools'. In France, 'April Fools' were referred to as 'Poisson d'Avril' which is French for 'April Fish'. This was because people thought fish were easy to catch using bait on a hook. Children would tag a paper fish on a person's back to mark them as 'April Fools'. When the person discovers the tag, the prankster would yell, "Poisson d'Avril"!

Some of the most successful pranks or practical jokes were by the media. For instance, a BBC television program ran a famous hoax in 1957, showing Italians harvesting spaghetti from trees. A large number of people contacted the BBC wanting to know how to cultivate spaghetti trees.

Not everyone is convinced that this is actually how the tradition of April Fool's day began. Many people attribute different stories to the tradition. Maybe it is just a day to celebrate the joker in all of us.

1. Choose the correct answers. (3 x 1 = 3)
 - a. Earlier people celebrated _____ on April 1st.
 - i. Thanksgiving ii. New Year's Day iii. Halloween iv. Christmas
 - b. In France, April Fools were referred to as 'April Fish' because
 - i. it was easy to fool fish. ii. fish were easily available.
 - iii. fish were not easily available iv. fish were easy to catch.

- c. What is the writer's purpose for writing this article?
- to let the readers know about the history of April Fool's day
 - to persuade readers to celebrate April Fool's day
 - to teach readers how to celebrate April Fool's day at home
 - to make readers understand why April Fool's day is important
2. Answer these questions. (1 x 2 = 2)
- How did the BBC's 'Spaghetti documentary' affect people? What does this tell you about pranks by the media?

4. Read the passage and answer the questions that follow.

'All animals are born free and have the same rights to life.' But do we honour their natural rights? Do we allow them a life free from suffering and exploitation? The fact of the matter is that they all experience pleasure, fear, pain, loneliness, love or loyalty much like we do too. It is our prejudice that makes us deny them the rights that we expect to have for ourselves. I have always asked others this—if we have rights obtained from Nature, don't animals have similar 'rights'?

I agree that all animals are not created equal. Within animal species, there are leaders of the pack, or forms of domination and submission that are common, natural, and perhaps necessary for their survival.

This dominance hierarchy allows them several benefits. The higher the rank the animal holds within its family/group, the more success it has in finding a superior mate, the more access it is given to food resources, etc. For example, in a wolf pack, the alpha male is the only male in the pack that reproduces with his female. In a pride of lions, the lionesses hunt, but the food is offered first to the male lion, as he gives them protection against other males in the area. Domination and submission among animals is essential to aid them in living their lives with as little conflict as possible. As the outsiders, we do not have the right to subjugate them and decide their future.

In the words of natural rights activists, "Man, by his natural talent, rules the earth. Animals are under his will and domination. This does not mean that man is free under natural law to do anything that he pleases to animals. The whole idea of natural rights demands that man must show reason and understanding in his administration of the earth; that he owes to the animal kingdom a certain respect for their existence that allows them to fulfill their destiny, just like he expects his society to be so ordered that he has respect for his existence and the opportunity to fulfill his own destiny..."

1. Choose the correct answers. (3 x 1 = 3)
- a. According to the writer, it is the _____ of humans that makes them deny the rights of animals.
- i. greed ii. prejudice iii. vanity iv. pride
- b. The idea of natural rights demands that humans must show _____ and _____ in their administration of the earth.
- i. compassion; understanding ii. reason; understanding
iii. reason; care iv. love; understanding
- c. Tick a word with the opposite meaning of 'honour'.
- i. rot ii. disgrace iii. decay iv. reverence
2. Answer this question. (1 x 2 = 2)
- How do animal species follow a social structure among themselves? Briefly explain with the help of examples from the text.

5. Read the passage and answer the questions that follow.

The Gond tribe is one of the largest tribal communities of Central India, present in the states of Madhya Pradesh, eastern Maharashtra, Chhattisgarh, Uttar Pradesh, northern Andhra Pradesh and western Odisha.

The Pardhans are Gond priests and storytellers whose traditional role was to preserve the traditions, rituals and history of the Gond kings through music and songs. Their importance died out with time and they were forced to take to manual work for a living. Gond tribal art is noted for its distinct patterns of circles, dots and dashes that fill traditional shapes. Gond art is visible in two forms—earth colours and black-white. The circle represents the world and the dot, the human being. The themes range from myths and folklore to images of daily life. Each artist brings something unique and individual to this creative style.

Jangarh Singh Shyam was a seventeen-year-old Pardhan boy from a village in Madhya Pradesh. He loved music, but could not carry on his ancestral tradition due to poor support from the community. He would play his flute at night, as if to comfort his restless Pardhan soul. He then began painting to express himself. He used the walls of his home as his canvas.

It was at this time in the early 1980s that Jagdish Swaminathan, a well-known modern painter and thinker, spotted the raw talent of the young tribal. Fascinated by the sheer simplicity and beauty of his art, he persuaded Jangarh to move to Bhopal and encouraged him to experiment with paints on paper and canvas. For the first time, the Gond pantheon appeared in images. Jagdish soon held painting exhibitions where Jangarh's paintings were showcased and created a stir.

Soon, Jangarh gained international recognition and his paintings were exhibited in Japan, UK and USA. He played an important role in the formation of the Bharat Bhawan, a multi-arts complex and museum established in Bhopal in 1982.

1. Choose the correct answers. (3 x 1 = 3)
 - a. The Pardhans were forced to take up _____ for a living.
i. manual work ii. music iii. art iv. handicrafts
 - b. In Gond art, the circle represents the _____ while the dot represents the _____.
i. Gods; humans ii. Gods; world iii. world; humans iv. art; world
 - c. Which word in the passage that means the same as 'subjects'?
i. colours ii. patterns iii. genres iv. themes
2. Answer these questions. (2 x 1 = 2)
 - a. The Pardhans were forced to do manual work. What did it reflect of the times? Write in a sentence.
 - b. Explain the line, *For the first time, the Gond pantheon appeared in images.*

6. Read the passage and answer the questions that follow.

In 1997, nomadic reindeer herders in Siberia, called Dolgans, spotted the tusks of a woolly mammoth peeping out of the ice. The herders removed the ivory tusks for their high market value. A Dolgan named Simion Jarkov met Bernard Buigues, a well-known French explorer with a passionate interest in mammoths, and told him of the rare find.

In 1998, the tribesman led Buigues to the almost perfectly preserved mammoth. The following year, Buigues organised an expedition with a team of international scientists to excavate the mammoth. They adopted several unusual tactics during the effort. Scientists melted a part of the ice with hairdryers and were able to touch and smell the mammoth's flesh and fur.

"My heart was pounding as the ice melted and we got closer and closer to the skin," explains Dick Mol, a member of the team. "I have been working with mammoth remains for more than 25 years and I will never forget the sensation as I reached out and actually laid my fingers on the mammoth. It was overwhelming."

It took six weeks to dig around the creature and cut out a 20-tonne block of ice. The next challenge was to move the mammoth in its case of ice to the laboratory. At the end of October, a helicopter arrived and carried the block over 320 kilometres to a special ice cave for study. The specimen was nicknamed the 'Jarkov Mammoth'. It was only in October 2000 that the actual defrosting operations began in this place with another careful round of hairdryers to keep the hair and other soft tissues intact.

"We wanted to collect as much data as possible from the ice block," says Mol. "It will include plant remains, insects, the mammoth and its internal organs to enable us to reconstruct

the mammoth and its environment accurately.” So far, bone marrow and plant samples have been removed and sent to various laboratories for analysis.

‘Raising the Mammoth’ by Discovery Channel captured the excavation and study of the Jarkov Mammoth and became its highest-rated programme and most-watched documentary ever. The next chapter of the 47 year-old male mammoth was unveiled in a new special, ‘The Mammoth Revealed’ in 2001.

1. Choose the correct answers. (3 x 1 = 3)

- a. The Dolgans removed the tusks of the woolly mammoth because
 - i. they would get damaged in the ice.
 - ii. they had to be sent to be preserved.
 - iii. they were rare to find.
 - iv. of their high market value.
- b. Scientists adopted unusual tactics to
 - i. study the mammoth
 - ii. transport the mammoth.
 - iii. excavate the mammoth.
 - iv. reconstruct the mammoth.
- c. According to Dick Mol, the plant remains, the insects and the remains of the mammoth will help them
 - i. reconstruct the mammoth and its environment accurately.
 - ii. figure out how and when the mammoth had died.
 - iii. understand what the mammoth ate.
 - iv. study the environment in which the mammoth lived.

2. Answer these questions. (2 x 1 = 2)

- a. Why was Dick Mol overwhelmed by his experience?
- b. Was it easy to transport the mammoth to a laboratory? How do you know?

7. Read the passage and answer the questions that follow.

It is said that in the 17th century, John Montagu, the fourth Earl of Sandwich, was probably responsible for making the sandwich one of the most popular food items of the world. He was so fond of gambling, that he asked for meat to be served between slices of bread, to avoid interrupting his game. People soon started ordering “the same as Sandwich”, and the finger food grew in popularity in the Western World, before finding its way to numerous other countries worldwide.

How do you make a sandwich? Trim the brown crusts of the bread with a sharp knife. Thinly slice a few vegetables like cucumber, carrot, tomato and onion. Mince green chillies and coriander leaves. Prepare a little mint chutney and keep ready. Apply butter on one side of the slices of bread. Take one slice of buttered bread. Spread a little mint chutney on top of it. Arrange the sliced cucumber and carrot on the mint chutney. Now on this second

layer, arrange onions and tomato slices with minced chillies and coriander leaves. Sprinkle salt and pepper with a squeeze of lime on the onions and tomato slices. Place the buttered slice on top of the vegetables. The side with butter should be face down. Dot with tomato ketchup. Serve immediately.

The Wall Street Journal has described the sandwich as Britain's "biggest contribution to gastronomy". However, research shows that the use of some kind of bread to scoop up or wrap other food, existed before the 18th century in several older cultures worldwide. Ancient Jews are believed to have wrapped meat and herbs between two slices of flat, unleavened bread during the festival of Passover, much like the modern sandwich. In the Middle Ages in Europe, 'trenchers' or coarse, stale bread, was used as plates. After a meal, the wealthy used to give the food-soaked bread to a dog or to beggars while those of more modest means, used to eat the bread too.

The sandwich was first seen as a food that men shared while gaming at night. Slowly, it became a fashionable late-night meal among the aristocracy. The spread of industrialisation in the 19th century caused the sandwich to develop an identity of its own among the working classes. It was the perfect solution for a quick, convenient, and inexpensive meal.

The European-style sandwich slowly spread outside of Europe simultaneously. In the United States, it was part of an elaborate supper. By the early 20th century, bread became a staple of the American diet and the sandwich became as popular as in the Mediterranean.

1. Choose the correct answers. (3 x 1 = 3)
 - a. John Montagu is a popular name in the history of food as
 - i. he prepared the first sandwich.
 - ii. he is responsible for making the sandwich a popular food item.
 - iii. he ate while he gambled.
 - iv. he helped the European-style sandwich to spread outside of Europe.
 - b. The Wall Street Journal has described the sandwich as
 - i. Britain's biggest contribution to gastronomy.
 - ii. the biggest contribution to health.
 - iii. John Montagu's greatest achievement.
 - iv. the best food available in Britain.
 - c. Which word in the passage means the same as 'limited income'?
 - i. inexpensive
 - ii. convenient
 - iii. modest
 - iv. modern
2. Answer this question. (1 x 2 = 2)

How did the 'identity' of the sandwich change over time? Briefly explain how it was first perceived and how it evolved with time.

8. Read the passage and answer the questions that follow.

Millions of years ago, all land on earth was joined together into one super-continent. This super-continent broke up over a period of millions of years and the various smaller continents drifted into their present positions. As a result, the earth's solid outer crust is now broken up into twelve major pieces called plates and a few smaller ones. It is the movement of one or more of these plates in relation to the others that creates earthquakes. The region where one plate joins another is the area most likely to experience an earthquake. The study of these plates and their movements is called tectonics.

Until 1996, tectonic experts believed that the earth's crust was broken into twelve plates. But recent studies by a team of geo-physicists say that there might not just be twelve, but thirteen such plates.

Millions of years ago, the plate carrying India and Australia along with the sea-bed that separates both, slammed into Asia. The tremendous force exerted by this collision pushed up the Himalayan mountain ranges and the Tibetan plateau. As the mountains got higher and higher, stress began to build into the plate. This stress soon grew to a point where the plates could no longer support the mountains. And so, about seven and a half million years ago, the stress built up to a breaking point and the Indo-Australian plate began to break up. Explorers have now located the point of break-up at a distance of six hundred miles south of India's southern tip, in the Indian Ocean.

At this point, the Australian half of the plate is slowly turning anticlockwise. The eastern half of the Australian plate is pushing against the Indian plate, while the western half is pulling away from it. The boundary between these two halves is a zone hundreds of miles wide. Researchers estimate that this zone (called a fault) might eventually narrow down in a few million years.

collision: hitting something very hard while moving

1. Choose the correct answers. (3 x 1 = 3)
 - a. Millions of years ago, all land on earth was joined together into one
 - i. country.
 - ii. continent.
 - iii. mountain range.
 - iv. super-continent.
 - b. The study of plates and their movements is called
 - i. tectonics.
 - ii. seismology.
 - iii. orology.
 - iv. photonics.
 - c. The Indo-Australian plate began to break up because
 - i. the Australian half of the plate turned anticlockwise.
 - ii. the eastern half of the Australian plate pushed against the India plate.
 - iii. the earth's crust is broken into thirteen plates.
 - iv. the mountains got higher and stress began to build into the plate.

2. Answer this question. (1 x 2 = 2)
Briefly explain the sequence of the break up of the Indo-Australian plate in the form of points, using words like *first*, *second*, *then*, *finally* and so on.

9. Read the passage and answer the questions that follow.

I wouldn't buy my children any of the gaming products that flood today's markets. The level of violence in some games and the mindless addiction they promote certainly do not find favour with me. I would rather they read books, do chores at home or be outdoors.

I understand the appeal of video games and the power of virtual worlds. Whether it is driving a race car, mastering a guitar or leading a raid against the enemy, you set the pace and plan of action. Then there is the thrill of a good game. With the controller in your hand and time components at work, your pulse races at incredible speed to beat the odds. Pitting your skills from 'simple' to 'difficult' levels, you cannot stop until you have mastered the game and accomplished the mission.

A researcher on the dangers of group gaming says, "The most addictive games are the ones that have no end. Players often have multiple types of characters, have to perform certain tasks in order to get better gear or even gold, and work together in groups. Raiding parties are scheduled days in advance, and players are downgraded or insulted by their fellow players if they don't show up and play for the entire sequence, which can sometimes take hours."

Many parents view gaming as the lesser of the two evils when compared to the dangers of the real world. They think keeping children occupied at home is a better alternative than sending them outside. "Wouldn't you rather," these parents say to me, "that children drive race cars here in your living room than out there where they could get hurt?"

However, video game addiction can affect children more deeply than has been realised. Experts say that long hours staring at a screen can definitely damage eyesight, cause dizziness and headaches. More worrying, computer gaming can distort children's sense of reality and affect studies, health, emotional growth and social skills.

The only way forward is to avoid buying the games in the first place. Don't be nervous of the words, 'I'm bored'. The truth is, if children get bored enough, they'll find something to do.

1. Choose the correct answers. (3 x 1 = 3)
- The writer does not want to buy their children any of the gaming products in today's market because
 - they are expensive.
 - they promote mindless addiction.
 - they are not good for health.
 - they are not of any use.

- b. What is one of the negative effects of video games?
- Video games can damage eyesight, cause dizziness and headaches.
 - Video games can make children feel bored.
 - Video games can hurt children physically.
 - Video games can lead to psychological issues in future.
- c. Tick a word that means the same as 'deform'.
- | | | | |
|-----------|------------|-----------|-------------|
| i. damage | ii. affect | iii. hurt | iv. distort |
|-----------|------------|-----------|-------------|
2. Answer these questions. (2 x 1 = 2)
- What is the writer's view of video games?
 - What does the writer suggest as a solution to the evils of video games?

10. Read the passage and answer the questions that follow.

Scientists say that in just a few decades, natural and man-made monuments may suffer partial or total destruction. The threat comes from volcanoes, earthquakes, tsunamis, landslides, floods, etc. Climate change too, can have dramatic consequences, either by directly altering the structures themselves, or by affecting the chemistry and the stability of their foundations.

Theatres, museums and libraries in the Czech Republic were greatly affected by the 2002 floods. Floods swept away fourteenth-century ruins of ancient cities in north-eastern Thailand. Coastal erosion and flooding in the Nile Delta pose a risk to several Egyptian monuments as well as other unique archaeological sites and medieval monuments. Many natural ecosystems, like the coral reef of Belize, which Darwin referred to in 1842 as "the most marvellous reef in the West Indies", has already started to lose its colour due to the rising temperature of the surface water—a process which is expected to intensify.

Heritage sites are irreplaceable sources of inspiration, highlighting the genius of ancient civilizations. They can and must be preserved for future generations. International efforts have been stepped up, through warning systems and disaster preparedness, to reduce natural threats. But manmade threats like industrial accidents, civil strife and wars also contribute to the perils.

The Taj Mahal, India's famous white marble monument, is resistant to most natural threats like wind and rain; however, it has no defence against the sulphur dioxide in the smog that usually surrounds it. Mixing with the atmospheric moisture, the sulphur dioxide becomes sulphuric acid and rests on the surface of the tomb, making the smooth white marble yellow and flaky.

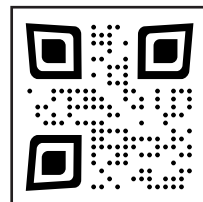
Science may not be able to address all the dangers. That is where responsible government policies, caring citizens and international treaties for the protection of cultural heritage sites must work together to preserve and protect them for the people of the world.

1. Choose the correct answers. (3 x 1 = 3)
- a. Climate change affects the deterioration of monuments in these ways:
 - i. by affecting the chemistry of their foundations
 - ii. by directly altering the structures
 - iii. by affecting the stability of their foundations
 - iv. all of the above reasons
 - b. What makes the smooth white marble of the Taj Mahal yellow and flaky?
 - i. wind and rain
 - ii. sulphur dioxide
 - iii. sulphuric acid
 - iv. atmospheric moisture
 - c. Which word in the passage means the same as 'outcomes'?
 - i. consequences
 - ii. stability
 - iii. results
 - iv. alternatives
2. Answer these questions. (2 x 1 = 2)
- a. What are some of the international efforts that have been taken to help reduce natural threats?
 - b. *Scientists cannot address the problem alone.* What can others do to help preserve monuments?

11. Read the poem and answer the questions that follow.

The Peace of Wild Things

When despair for the world grows in me
and I wake in the night at the least sound
in fear of what my life and my children's lives may be,
I go and lie down where the wood drake
rests in his beauty on the water, and the great heron feeds.
I come into the peace of wild things
who do not tax their lives with forethought
of grief. I come into the presence of still water.
And I feel above me the day-blind stars
waiting with their light. For a time
I rest in the grace of the world, and am free.



Wendell Berry

1. Choose the correct answers. (3 x 1 = 3)
- a. Why does the poet sometimes wake up during the night?
 - i. He thinks his life is going to be full of sorrow.
 - ii. He is not prepared for the future.
 - iii. He is worried about his life and his children's lives.
 - iv. He wants to look at the stars.

- b. Which words or phrases tell us of a change in the poet's mood towards the end of the poem?
- i. *And I feel above me the day-blind stars waiting with their light.*
 - ii. *I rest in the grace of the world, and am free.*
 - iii. *I come into the peace of wild things...*
 - iv. *I wake in the night at the least sound in fear of what my life and my children's lives may be.*
- c. Which word in the poem means the same as 'anticipate'?
- i. expect ii. foresight iii. forethought iv. wait
2. Write if these sentences are True (T) or False (F). (4 x ½ = 2)
- a. The poet fears for his life the most.
 - b. The poet finds a solution to the anxieties he feels by going outside to a quiet, peaceful place in nature.
 - c. The poem encourages its readers to get lost in anxious forethought.
 - d. The poem aims to convey that nature can provide an escape from the chaos and despair that human beings face.

12. Read the poem and answer the questions that follow.

A Tiger in the Zoo

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.
He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.
He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorising the village!
But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,

Ignoring visitors.
He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

Leslie Norris

1. Choose the correct answers. (3 x 1 = 3)
 - a. Where is the tiger's strength locked?
 - i. behind a concrete cell
 - ii. in the village
 - iii. behind the patrolling cars
 - iv. in the long grasses
 - b. How does the tiger walk in the cage?
 - i. with sadness
 - ii. with confusion
 - iii. with pride
 - iv. with rage
 - c. Which word in the poem means 'showing one's teeth'?
 - i. lurking
 - ii. stalking
 - iii. growling
 - iv. snarling
2. Write if these sentences are True (T) or False (F). (4 x ½ = 2)
 - a. The tiger, after being captured, has been released again.
 - b. The poem describes the agony and helplessness of a caged tiger.
 - c. The poem contrasts the life of the tiger in the zoo against its life in its natural habitat.
 - d. The poem aims to convey that just like human beings, tigers deserve to be free.

13. Read the poem and answer the questions that follow.

Geography Lesson

Our teacher told us one day he would leave
And sail across a warm blue sea
To places he had only known from maps,
And all his life he longed to be.

The house he lived in was narrow and grey
But in his mind's eye he could see
Sweet-scented jasmine clinging to the walls,
And green leaves burning on an orange tree.

He spoke of the lands he longed to visit,
 Where it was never drab or cold.
 I couldn't understand why he never left,
 And shook off the school's stranglehold.
 Then halfway through his final term
 He took ill and never returned.
 He never got to that place on the map
 Where the green leaves of the orange trees burned.
 The maps were redrawn on the classroom wall;
 His name forgotten, he faded away.
 But a lesson he never knew he taught
 Is with me to this day.
 I travel to where the green leaves burn,
 To where the ocean's glass-clear and blue,
 To places our teacher taught me to love—
 And which he never knew.

Brian Patten

1. Choose the correct answers. (3 x 1 = 3)
 - a. The Geography teacher wanted to go to places he had known from
 - i. pictures.
 - ii. books.
 - iii. maps.
 - iv. geography lessons.
 - b. Which line in the poem tells us that the poet had great respect for his teacher?
 - i. *He spoke of the lands he longed to visit, where it was never drab or cold.*
 - ii. *But in his mind's eye he could see sweet-scented jasmine clinging to the walls...*
 - iii. *never got to that place on the map where the green leaves of the orange trees burned.*
 - iv. *But a lesson he never knew he taught is with me to this day.*
 - c. Which word in the poem means 'a strong grip'?
 - i. cling
 - ii. stranglehold
 - iii. clasp
 - iv. hold
2. Write if these sentences are True (T) or False (F). (4 x ½ = 2)
 - a. The poem describes a teacher talking about countries and their cultures.
 - b. The teacher helped his students see what he could visualise in his mind's eye.
 - c. The poet laments that fact that the teacher died without fulfilling his desires.
 - d. The poet pays a tribute to his teacher by travelling to the places where his teacher always wanted to go.

14. Read the poem and answer the questions that follow.

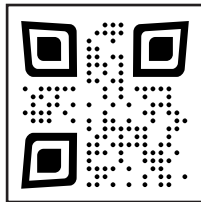
The Microscope

Anton Leeuwenhoek was Dutch.
He sold pincushions, cloth, and such.
The waiting townsfolk fumed and fussed
As Anton's dry goods gathered dust.
He worked, instead of tending store,
At grinding special lenses for
A microscope. Some of the things
He looked at were: mosquitoes' wings,
the hairs of sheep, the legs of lice,
the skin of people, dogs, and mice;
ox eyes, spiders' spinning gear,
fishes' scales, a little smear
of his own blood, and best of all,
the unknown, busy, very small
bugs that swim and bump and hop
inside a simple water drop.
Impossible! Most Dutchmen said.
This Anton's crazy in the head!
We ought to ship him off to Spain!
He says he's seen a housefly's brain!
He says the water that we drink
Is full of bugs! He's mad, we think!
They called him dumkopf, which means dope.
That's how we got the microscope.

Maxine Kumin

1. Choose the correct answers. (3 x 1 = 3)
 - a. What did Anton Leeuwenhoek do instead of looking after the store?
 - i. He would grind special lenses for a microscope.
 - ii. He collected mosquito's wings, the hairs of sheep and so on.
 - iii. He sold pincushions and cloth to the townspeople.
 - iv. He found bugs everywhere.
 - b. With the help of the microscope, Anton found
 - i. he was a dumkopf or dope.
 - ii. what made people unwell.
 - iii. others around him were crazy.
 - iv. bugs in the water.

- c. Which word in the poem means 'expressed great anger'?
- i. fussed ii. raged iii. fumed iv. roused
2. Write if these sentences are True (T) or False (F). (4 x ½ = 2)
- The other Dutch people thought that Anton was crazy.
 - The Dutch people wanted to ship Anton to Spain because he told them not to drink water.
 - The poem tries to express that people often do not recognise a genius when they see one.
 - The poem is a humorous and imaginative take on the life and work of Anton Leeuwenhoek, the inventor of the microscope.



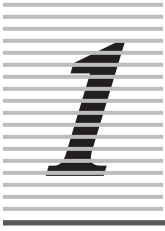
Orient BlackSwan

WRITING

A large, light gray watermark of the Orient BlackSwan logo is centered on the page. It features a circular emblem with a stylized swan and the text "Orient BlackSwan" written across it.

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

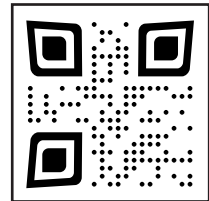
- Additional exercises for each topic



STORY WRITING

Purpose of writing a story

- to describe life
- to entertain
- to convey a moral
- to predict the future



Format of a story includes

- **Title**
- **Introduction:** the opening line must catch reader attention with a quote by a character, an unusual description, or a piece of dramatic action
- **Body:** be clear about the purpose of the story; provide a crisis, a confrontation or a conflict that adds to the story's tension
- **Conclusion:** provide a resolution that could end on a positive or negative note, but which conveys a felt experience

How to write a story

There are as many ways to write a story as there are themes, but there are some general principles which may be helpful for the student.

As with all forms of writing, the reader must always come first. Although you may want to create certain effects with your literary style, you will almost certainly want your reader to be able to follow the train of thought and understand the plot. You also hope that they will share in the feeling you wish to convey, and are gripped by the story.

There are certain techniques you can use to get your reader's attention at the beginning of the story, but these should be used carefully. You should use some kind of topic sentence (as in article writing), but it does not necessarily have to give away the story right from the beginning. It should say something significant and interesting that you will go on to elaborate or explain in the rest of the paragraph.

You can begin 'with a bang', plunging directly into the action, or you can begin with a description of the scene or central character, thereby setting the scene for the subsequent action.

Look at the following topic sentences. They all work well.

My older sister has always been fearless, but this was the craziest thing she had ever tried.
(description of central character)

Blue smoke drifted up from the remains of the shattered airline, which was still smouldering among the trees. (introduction into the action, with description of scene)

'You know I've never lied to you!' she stammered through the tears. (plunging into the action with direct speech)

Whichever type of topic sentence you choose, you should try to make it lively and entertaining so the reader wants to move on to the second paragraph.

You can use **direct speech**, **dialogue** or even **monologue** in stories. This can be a good way to convey someone's thoughts or feelings without constantly using he said or she thought, which can get a bit tedious.

Adjectives should be used with discretion. You do not need to use an adjective with every noun, and more than one should rarely be used. They lose their power if over-used. Sometimes, by far the most effective way to communicate a story is in short concise sentences with no 'frills'. Then, when you want to create a particular effect the use of adjectives and adverbs can be really significant. English is such that there is generally a choice of words available to convey a meaning.

You can use phrasal verbs or more formal verbs. You can use a simple verb with an adverb or a more colourful verb.

Compare the two following sentences, which mean roughly the same thing.

*Two **large** policemen **entered** the hallway quickly.*

*Two **burly** policemen **burst into** the hallway.*

The second sentence is more exciting to read and makes you wonder just what they were doing there.

A story can be as long or as short as you like, but, of course, if you are writing for an exam you must write the specified minimum number of words. This takes some practice. If you are writing a longer piece the same applies as for essays—you should write a plan. It is easy to get lost in unnecessary and confusing digressions in a story and forget about the main theme and characters if you do not plan it first.

Sample Story 1

Up, Up and Away

Janet swung her bag onto her shoulder and ran toward the school gates. She was happy her classes were over. Her class teacher, Mr Baynes, had been especially strict today. It had been a tough day with a surprise Maths test. She gripped her schoolbag and continued running. She couldn't be late.

Janet may not have scored the highest marks in the test but she knew more about flying than all her classmates. In fact, she was an expert. She often spent hours in the park watching the birds. She carefully inspected their patterns of flight. Sometimes, she even tried catching a bird to examine its wings. The frightened thing would struggle hard till she let it go again.

When Janet had seen the poster announcing Orville and Wilbur Wright's visit to her town, she thought it was too good to be true. The Wright brothers had invented a real flying machine and would be demonstrating it at the nearby hill. She had immediately run all the five kilometres home to tell her family the exciting news.

Today, she was finally going to see them. As Janet headed to the hilltop, she tripped and almost fell flat on her face. Rising just above her was a real aeroplane! She lay back and stared as it rose above the crowd. It seemed just like a flying bird! Janet lay very still and watched. Then she stood up. Where were the Wright brothers? After a long search, she spotted them. They were smiling with great pride and waving to the cheering crowd.

Sample Story 2

Scatter flowers

She is a regular on the 7 a.m. Walks repetitively up and down the carriages, carrying a small bag in her hands. Tired old hands, skin pale and mottled, fingers swollen and gnarled.

People slide past to avoid her. They fear she might invade their privacy, that once they start talking to her she might become a nuisance. She won't. Someone says she has Alzheimer's and that from time to time they put her in hospital. She soon escapes. No one notices she is gone and no one cares.

The most intriguing thing about her is the little pouch she carries and the way she guards it with her life. It is so personal, so exclusive and so peculiar. The contents of that pouch are the one thing that she will be remembered by. She won't have a gravestone or a space on the family mantelpiece, but the work she does will, in time, bring happiness to the people who live in the areas through which she has passed.

There she is again on the morning train, sitting, smiling, contemplating. It must be fun in a way—to be so content with life. Yet is she? How could anyone know what is going on inside

her head? She stands and hobbles towards the door. People look down at the books they are not actually reading, pretending not to notice her.

She concentrates on the little bag she holds. The train slows down, and more and more people stand up to get off. She is crowded by them now, and for a split second, she is one of them—not the outsider she always has been.

This time she is lucky. The train is an old one, and the automatic lock on the doors is not working. So it is easy for her to keep the doors open for a while. With one shoulder leaning against the cold, heavy door, she reaches for her little pouch. She withdraws a handful of small brownish-black seeds and proceeds to throw them onto the speeding ground, while checking to see if anyone is watching. They aren't.

Again, she grabs a handful of the little seeds, then releases them from her old, yet powerful, grip. They land not knowing what lies ahead, yet prepared for anything.

The train terminates. People file off the train, unaware of her presence. They have places to go to and things to do. She has nothing except for her day's work. Life is simple. She disappears into the crowd.

The next year, her bright yellow flowers return, even if she does not. A weed they call them now, a weed they called her then. In life she was frowned upon—shoved onto a new patch daily. People wanted to be rid of her, and now people want to get rid of her flowers. They will never succeed. Fortunate really, because those flowers are her gravestone, her special place on the mantelpiece. They should be left alone forever.

Answer these questions.

1. Write a story in 150–200 words. Use the prompts given below to begin your story. Remember to provide a suitable title as well.

neighbour's dog—always caged—neighbours say it is wild and unpredictable— you feel it is lonely and sad—nobody goes near it—an unexpected incident in the neighbourhood—surprises everybody—changes everybody's opinion

2. Write a story in 150–200 words. Use the prompts given below to begin your story. Remember to provide a suitable title as well.

three friends—Earth Day competition—big prize money—'3 BIG Ideas'—how to save energy—only tried-and-tested experiments—details collected—computer crashes—but a surprise outcome

3. Write a story in 150–200 words. Use the prompts given below to begin your story. Remember to provide a suitable title as well.

Anita and Puneet—school head girl and head boy—graffiti on school walls—search for the culprits—shocking discovery—offenders counselled—positive solution found

4. Write a story of at least 350 words starting with the following sentence—‘*The last time I saw my aunt she was on the front cover of an international fashion magazine.*’
5. Write a short story of about 400 words with the following as the last line—‘*Why, oh why did you leave the back door open?*’
6. Write a story of about 350–400 words beginning with this line—*Good friends are almost as important as family.*
7. Write a story of about 350–400 words about a beautiful valley hidden high in the mountains where something amazing happens.
8. Mr Clarke from England arrives in your hometown with his family. Write a story of about 350–400 words about their experiences during the first few weeks there.
9. Write a story of about 350–400 words about a footballer who has a terrible experience, but ends up triumphant.
10. Write a story (between 350–400 words) on the theme of ‘rags to riches’.

2

DIALOGUE

Dialogues can be very useful in story writing to bring the action alive. As always, in the art of composition, the attention must be on the reader—what is going to help the reader to understand the story most clearly, and what is going to convey the feeling that you want to communicate.

Different techniques of writing dialogues

- Using reporting verbs with some carefully selected adverbs
- Not using any reporting verbs at all

Firstly, it is possible, (and very common in literature and reporting) to quote exactly what someone says, in inverted commas, using the verb *said*. You can always qualify this with an adverb, such as *gently*, *softly*, *forcefully*, *timidly*, etc. However, it is better to vary it by sometimes using a different verb to describe how the words were spoken. For example, if the words were spoken softly or indistinctly, you could use a verb such as *whisper*, *mutter*, *mumble*, etc. If the words were loud and aggressive you could use *shout*, *scream*, *yell*, *bark*, etc.

There are a number of descriptive verbs you can use in English without having to resort to using adverbs. Always remember, when you are writing dialogue, what the person says is the ‘main focus’, so don’t overdo the colourful language. If the content is interesting and informative, then there is little need to add any flourishes yourself. Simply put yourself in the place of the reader and use your own judgement.

Sample Dialogue

Type 1

Kiran and Lydia were sitting in the window seat, looking out at the view over the garden. He leant over to her.

‘Are you sure that man is not your uncle?’ he asked.

‘I’m certain!’ she said.

Kiran said ‘Do you recognise him?’

Lydia peered out of the window and sighed. 'No—it's too misty.' Then she looked again and said 'He looks similar to my uncle, but he's definitely taller.'

'What on earth is he looking for among the roses?' Kiran asked with an anxious edge to his voice.

Type 2

Kiran and Lydia were sitting in the window seat, looking out at the view over the garden. He leant over to her and spoke softly.

'Are you sure that man is not your uncle?'

'I'm certain!'

'Do you recognise him?'

'No—it's too misty. He looks similar to my uncle, but he's definitely taller.'

'What on earth is he looking for among the roses?'

The technique for writing dialogue for a stage or film script is quite different. You need to write the stage directions clearly separate from the dialogue, sometimes in capital letters, and sometimes just indented. Again, as long as it is absolutely clear which is a stage direction and which is dialogue, it doesn't much matter how you set it out. The speech then is set out with the character's name followed by what they say. Also, it is important that you differentiate the two clearly. You could use capitals for the names, or bold font, or just lay out the page so the speech is indented and the names are left aligned.

Type 3

KIRAN AND LYDIA ARE SITTING IN THE WINDOW SEAT LOOKING OUT OVER THE GARDEN. KIRAN LEANS OVER TO LYDIA.

Kiran (softly): Are you sure that man is not your uncle?

Lydia: I'm certain!

Kiran: Do you recognise him?

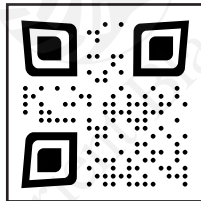
LYDIA PEERS OUT OF THE WINDOW.

Lydia (sighing): No—it's too misty. He looks similar to my uncle, but he's definitely taller.

Kiran: What on earth is he looking for among the roses?

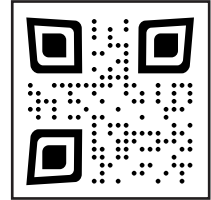
Answer these questions.

1. A teacher is talking to the mother of a student who is not doing very well in school. Write a dialogue in 150–200 words.
2. Two friends are discussing their hobbies at recess. Write a dialogue in 150–200 words.
3. You discuss the advantages and disadvantages of the Internet with a close friend or neighbour. Write a dialogue in 150–200 words.
4. You want to get to know a new classmate. Ask some questions about them and tell them something about yourself.
5. You are discussing holiday plans with your parents/cousins.
6. You are travelling alone by train. The person sitting next to you invites you to join him for a game of cards.
7. You are meeting a friend of yours after a very long time.
8. You are being interviewed for a position at a prestigious company.
9. You call the dentist's office to make an appointment for your younger sister.
10. You are planning to go on a trip with your friends to a nearby town. You contact the front office staff of a Tourism Corporation to get information about the town.





ARTICLE



Purpose of writing an article

- to describe (place, person, event or experience)
- to provide information
- to present personal opinion
- to offer advice, etc.

Format of an article

- **Heading + byline** (name of writer)
- **Introduction:** present the topic and catch reader attention with a question, a quote, a slogan or an impacting fact, figure or statement
- **Body:** elaborate on the topic with the current crisis, your expectations or ways of improving the situation, etc. Be clear about the purpose (inform, describe, compare and contrast, advise).
- **Conclusion:** provide a brief summary of the main points or a few recommendations or a warning for the future

Sample Article 1

Yawning your way through

By Preethi Ramamoorthy

Did you know that 55 percent of people will yawn within five minutes of seeing someone else yawn? Or that your heart rate can rise as much as 30 percent during a yawn? If you thought yawning was just an action that happens to you when you are sleepy, think again. Scientists are now discovering that there is more to yawning than what most people think.

Not much is known about why we yawn, even though humans have been yawning for possibly as long as we have existed. But there is one idea about yawning that everyone knows to be true. It seems contagious. Take a big yawn and watch how many people yawn too. There's a good chance that you'll set off a chain reaction of yawns. So teachers, if you find many students yawning in your class, never have the false impression that all of them are totally bored. They have just seen one truly bored person yawn and so, have willingly or unwillingly, attached themselves to the 'yawn chain'!

It's really disheartening to say that by the time you finish reading this piece, it's likely that you will yawn at least once.

Hey! Don't misunderstand me. It was never my intention to bore you, but just reading about yawning will make you yawn, just as seeing or hearing someone yawn makes you yawn. Even thinking about yawning can get you yawning!

Remember that an article can be written in the first person but it should NOT be about yourself.

Sample Article 2

Support ban on smoking in public

By Bharti Chaturvedi

Many smokers will probably see a total ban on smoking in public places as an attack on their freedom. But anyone with any concern for the environment should support this move. A cigarette contains over 4,000 substances of which more than 40 are known to cause cancer in humans or animals.

Smoking is responsible for death even after one quits smoking. It also pollutes the air for non-smokers who could get ill. Some studies indicate a link between passive smoking, heart disease and lung cancer.

In India, the poor, especially children, suffer from respiratory illnesses because of indoor air pollution, largely due to the use of bio-mass-based fuel for cooking in tiny homes. Many of them die from this before they are five years old.

On the other hand, reports tell us that about 112 million people smoke tobacco, while 96 million use tobacco products and in 1996 alone, 800,000 Indians died from tobacco-related illnesses. Then we also have children who pick up smoking very young. That is really unfortunate.

If you have ever complained about the foul quality of air and the choking sensation you feel on the roads, remember smoking is a part of air pollution too.

Answer these questions.

1. You are Ameeta Das/Arnab Das a Class IX student from The YPL School, Mussoorie. At your first meeting of the school's Student Community Service Club, you read this quote in their pamphlet.

Student Community Service

Outreach activities complete your education...

"We shall not be asked how much pleasure we had in life, but how much service guided it; not how successful we were, but how generous; not how happy we were, but how helpful..."

After volunteering for six months, you are convinced that outreach activities complete a student's education. Write an article in 200 words for your school magazine, listing some of the club's activities and how it shapes students into responsible adults. Title the article **Integrating the Spirit of Caring and Sharing in Daily Student Life**.

2. You are Ria Agnihotri/Rahul Agnihotri, a Class IX student from Gurgaon. Your friends at school criticise vocational education for students. They feel it is a 'waste of time'. They believe vocational programmes do not support future growth. Write an article in 200 words for your school magazine titled **Vocational Education: Preparing for the Real World**. Counter these negative views and explain the benefits of a hands-on approach to learning. Read what a few experts have to say about it before you write.

The smartest and quickest way to prepare young students for the real world is to integrate work and learning.

Many of the skills needed to compete in the global market of the 21st century fall into the technical/vocational area.

Vocational skills develop excellence across all occupations and strongly promote the social and economic health of our society.

3. World Environment Day is celebrated on 5 June every year. On the occasion this year, a noted non-governmental organisation (NGO) wants to raise awareness on climate change. It invites students to write an article in 200 words titled **Saving My City**. The best-written article will be published in a national daily. You are Susan Thomas/Shawn Thomas, a Class IX student from Goa. Think about these questions before you write your article:
- How is my city contributing to climate change?

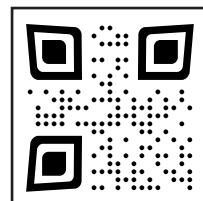
- How is climate change affecting my city?
 - What can my city do to reduce the effects of climate change?
 - How can my city adapt to climate change?
4. You are perturbed by a finding that most persons in their twenties see the task of exercising their voting right a futile waste of time. Write an article for the school newsletter informing your fellow students about how you feel on this issue.
 5. You are concerned about the importance given to cricket in your country and the neglect of other sports. Write an article for the school magazine voicing your concern. Suggest suitable remedies.
 6. Write an article for 'Travel India', a travel and tourism magazine. Describe one place of tourist interest you have visited. Remember to mention why you enjoyed your trip and what you would like prospective visitors to do to make their visit comfortable and fun.
 7. Television and cable channels are bringing the world closer. You are concerned that the nations of the world are losing their individual cultures. Write an article for your school magazine stating your views on the subject.
 8. Your colony's librarian is concerned about the misuse of the library by various people. She wants you to write an article in about 200 words on behaviour in a library and on the right way to treat books. Your article is to be published in the library's journal.
 9. Write an article of 200 words for the newsletter of your school's social sciences club, on the topic 'Remembering our freedom fighters'.
 10. What can a student do to get rid of the social evils that still exist in our society? Write an article on this topic in about 200 words.

4

NEWSPAPER REPORT

A newspaper report is

- factual (does not contain the writer's opinions)
- organised in the order in which the events actually occurred
- in the past tense
- in the third person



A newspaper report answers these questions—Who? What? When? Where? How? It follows this format.

Name of Newspaper	
Headline (short, catchy)	
By (name of the reporter)	
City/Date	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	Picture with caption

1. **Headline**—This is a short, attention-getting mention of the event. It should be accurate and in the present tense.
2. **Byline**—This tells us who wrote the story.
3. **Lead paragraph**—The first sentence needs to be short and dramatic in order to surprise the reader. This part has all the who, what, when, where, why and how in it. A writer must be clear from the start. He has to find the answers to these questions and put the facts together first.
4. **Explanation**—After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions that a

reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.

How to write a Newspaper Report

Writing a report for a newspaper is essentially the same process as for academic reporting, only that there is a little more allowance for personal style and the text can also be longer. The reader must always come first, and the reader of a newspaper or magazine is unlikely to be a specialist in the field you are writing about, so more detail and explanation should be included. But only a little! It is still important to be concise and not stray from the subject in any way, nor attempt to bias the reader's interpretation of the data or information.

The events being reported in a newspaper report should as far as possible be in the order in which they actually happened. Remember the purpose of a report is to communicate information as accurately and clearly as possible so it is always best to start at the beginning and stick to the facts. If you have any quotes from witnesses or relevant experts—use them, but you must specify who said what. In this kind of report, it is good to use adjectives sometimes, but with great care. They can be terribly over-used. Don't feel you have to use at least one adjective with each noun. They are, in fact, more powerful when used with discretion.

Sample Newspaper Report

Big Cat Causes Chaos

By John Doe

London, 1 November

After escaping from a circus, a white tiger alarmed picnickers and motorists on what for him apparently was a calm, kilometre-long stroll through an unfamiliar urban jungle.

The animal, named Apollo, was safely recaptured in the Holloway section of the city, but not before the sight of him caused a multi-car accident on the Jackie Robinson Parkway. Four adults and one child suffered minor injuries. "When the tiger lay down on a nearby street, police officers with guns drawn, created a perimeter around it," Capt. John Durkin said, on Sunday. The tiger's trainer arrived and coaxed it back into a cage.

The seven-year-old, 200 kg tiger is part of the Cole Bros Circus that was performing in Hyde Park. "The big cat was being transferred from a small cage to a larger one when the two enclosures separated, creating an opening big enough for it to get out," police and park officials said.

Dos and Don'ts

Keep the report brief—try not to bore your reader and do not make it too complicated to understand.

1. Let the report cover the WHO, WHAT, WHERE, WHEN, WHY, HOW? questions.
2. Each paragraph must be short, clear and concise.
3. Use various tools, that is, the passive voice, humour, descriptive language, rhetorical questions and reported speech, wherever you require the specific effect.

Answer these questions.

Write a newspaper report in 100–150 words on each of the following.

1. A robbery at a leading shopping mall
2. The opening of a library
3. A new welfare scheme introduced by a leading NGO
4. A music concert with a difference
5. As a reporter of a newspaper write about the festive atmosphere in your locality during Id celebrations.
6. Your city has just experienced a cyclonic storm. As a press reporter of Khabar India write a report about it in 125 words.
7. The International Film Festival which came to your city was the hot topic of all film lovers. Write a report on it for publication in a newspaper.
8. A cleanliness drive was organised by a group of young enthusiasts in your town involving all the local inhabitants. It changed, for the better, the way your town looks and also brought about a spirit of camaraderie among the residents through their joint efforts to clean up their surroundings. Write a report about this experience for a local daily.
9. You attended a charity show organised by New Vision School of Jaipur in aid of farmers of drought-hit Rajasthan. Write a report about it for a local daily.
10. The municipal authorities of your city have banned the use of polythene bags. This has revived the use of the jute bag that has positively affected the local traders and farmers. Write about this for a national daily as an example to be followed by the rest of the country.

LISTENING



1. Read the sentences below. Listen to a person talk about people's food habits. State if the sentences are True (T) or False (F).

1. The speaker's focus is on food served in eateries. _____
2. The speaker disapproves of freezing and re-heating food. _____
3. The speaker feels tinned food is a healthy option. _____
4. The speaker supports curd and *lassi* for children. _____
5. The speaker does not want children to eat out too much. _____

2. Read the questions. Listen to a narrative about a journey. As you listen, choose the correct answers.

1. Savita was _____
a. an Indian. b. a Kenyan. c. a Kenyan of Indian origin.
2. The ship was sailing _____
a. to Mumbai b. to Mombasa c. to new lands
3. Savita kept count of the days on the sea by _____
a. marking on a calendar. b. counting each sun rise.
c. checking with the crewmen.
4. Savita was happy when she saw land _____
a. Mombasa was home. b. she had reached her holiday destination.
c. she couldn't wait to see her great grandfather.
5. A phrase which suggests boredom is _____
a. 'same journey'. b. 'each morning'. c. 'monotony of sea travel'.

3. Read the sentences below. Listen to a talk about children in Rabindranath Tagore's works. State if the sentences are True (T) or False (F).

1. Tagore has created many unhappy children in his stories. _____
2. His children are unaffected by life's tests. _____
3. Amal is a serious and mature character. _____
4. Bolai and Sudha are family-loving children. _____
5. Tagore's childhood was troubled too. _____

4. Read the sentences below. Listen to a student talk about what it is like to study abroad. State if the sentences are True (T) or False (F).

1. The speaker feels an education abroad is a good thing. _____
2. According to the speaker, studying happens late into the nights. _____

3. The speaker feels one tends to save money for books. _____
4. The speaker says when studying abroad, one becomes more fashion-conscious. _____
5. The speaker is impressed with the facilities available for students studying abroad. _____

5. Read the sentences below. Listen to an expert talk about plastic waste.

Complete the sentences with a word or a phrase.

1. Plastic bags are popular as they are _____ and _____ to use.
2. In the past, people in India used _____ or _____ bags while shopping.
3. Even an _____ in India uses polythene bags every day.

State if the sentences are True (T) or False (F).

4. People living in Indian cities are careful about the disposal of plastic bags. _____
5. Cattle tend to eat up plastic litter. _____

6. Read the sentences below. Listen to a friend of the late Steve Jobs describe him. State if the sentences are True (T) or False (F).

1. Steve Jobs was an uncompromising worker. _____
2. Time was precious for Jobs. _____
3. Jobs spoke about Apple wherever he went. _____
4. Jobs was generous with his money. _____
5. Jobs felt working for money was the wrong attitude. _____

7. Listen to a debate between a boy and a girl on traditional and online learning. As you listen, tick (✓) the correct answers.

1. The research study has been conducted on
 - a. online teaching.
 - b. effectiveness of face-to-face teaching.
 - c. comparing the effectiveness of online and face-to-face teaching.
2. Traditional classrooms don't have the provision of
 - a. repeating lectures.
 - b. lecture notes.
 - c. transcripts.
3. The result of the outcome of the study is
 - a. categorical.
 - b. comparative.
 - c. negative.
4. The differences between the effectiveness of the two systems of instruction
 - a. are wide and varied.
 - b. very few.
 - c. startling in nature.

5. The reason for better grasp of material in online classrooms is
- a. access to the lecture in whole and part.
 - b. access to the internet.
 - c. uninterrupted access to the lecture.

**8. Read the sentences below. Listen to a student's dreams of the impossible.
State if the sentences are True (T) or False (F).**

If he were invisible, the speaker would

- 1. visit Harry Potter's school. _____
- 2. play practical jokes on his friends. _____
- 3. travel ticketless. _____
- 4. scare his co-passengers. _____
- 5. visit the many wonders of the world. _____



Orient BlackSwan

SPEAKING



1

ROLE-PLAY

1. Making a Request

Asking for food

1. Location: At school

Student A: Student	Student B: School canteen clerk
It is lunch time and you realise that you have forgotten your food at home. You count the money you have and decide go to the school canteen to buy food. There are a few choices – take your time and select the food you want – remember to eat healthy. Once you have selected the food, you must pay the clerk.	Lunch time is very busy in the school canteen. You must patiently speak to each student and present them with their food options and the prices. You don't want students to be taking too long to make a decision or else there will be a line. Remember to collect the money and return the change!

2. Class questions—by the end of this role-play, the class must be able to answer these questions:
 - a. How much money did the student have?
 - b. What food was available at the school canteen?
 - c. Why did the canteen clerk rush the student?

Role-play and practise making requests in these situations.

1. in the library with the librarian, looking for a book you need
2. in the playground with friends, waiting for your turn to play cricket
3. in a café with a waiter, placing an order
4. at home with your brother, wanting to watch television
5. at the ticket counter with a clerk, booking tickets for a film

2. Making Offers

Taking care of a sibling who is unwell

1. Location: At home

Student A: Care-giver	Student B: Sibling who is unwell
Your parents have gone to the grocery store to pick up supplies, leaving you in charge of taking care of your younger sibling who is not feeling well. You go out of your way to make your sibling comfortable by offering to do things that would make him/her happy.	You have to stay home from school because you are very sick. When your parents go out, your sibling takes care of you. You feel unhappy because you don't like being sick – but your sibling tries very hard to cheer you up.

2. Class questions—by the end of this role-play, the class must be able to answer these questions:
 - a. What illness does the sibling have?
 - b. Why is the sibling unhappy?
 - c. Mention two or three offers the care-giver makes.

Role-play and practise in pairs extending offers to each other.

1. at a friend's birthday party with some friends
2. at a school function where you meet visitors who are looking for something
3. at a festival at home with relatives who have joined you for lunch
4. at a church/temple with strangers

3. Asking Permission

Using the swimming pool

1. Location: At the pool

Student A: Sunil	Student B: Official-in-charge
You are twelve years old and have come to the public swimming pool to swim. You speak to the official-in-charge about the pool rules and whether or not you will be allowed to swim.	You inform Sunil of the rules of the swimming pool, the etiquette to be followed, and ensure that he understands the dos and don'ts. Make sure you tell Sunil about the safety rules as well.

2. Class questions—by the end of this role-play, the class must be able to answer these questions:
 - a. How old is Sunil?
 - b. What are the rules to be followed at the swimming pool?
 - c. Why was it necessary for Sunil to speak to the official-in-charge?

A. Role-play and practise in pairs asking permission in different situations.

1. to enter the principal's office at school
2. to share a newspaper with a stranger
3. to enter a crowded lift
4. to see selected items in a store
5. to borrow a book from a friend
6. to go on a holiday with your parents

B. Imagine you are in these situations. Role-play with a partner and practise asking for permission.

1. You ask your parents for permission to go to the tennis stadium to watch an international tennis match. Your father refuses and tells you why it is not a good idea. Your mother, in turn, tells you why she thinks you should watch the match at the stadium. Role-play this in groups of three and decide that you will go!
2. You are at an airport. The boarding for your flight will be closed in five minutes. There are three people ahead of you. Ask for permission to go to the front of the queue.
3. You are in a crowded restaurant. There is a chair free but there are already two people sitting at that table. Ask for permission to sit down.

4. Asking for/Giving Directions

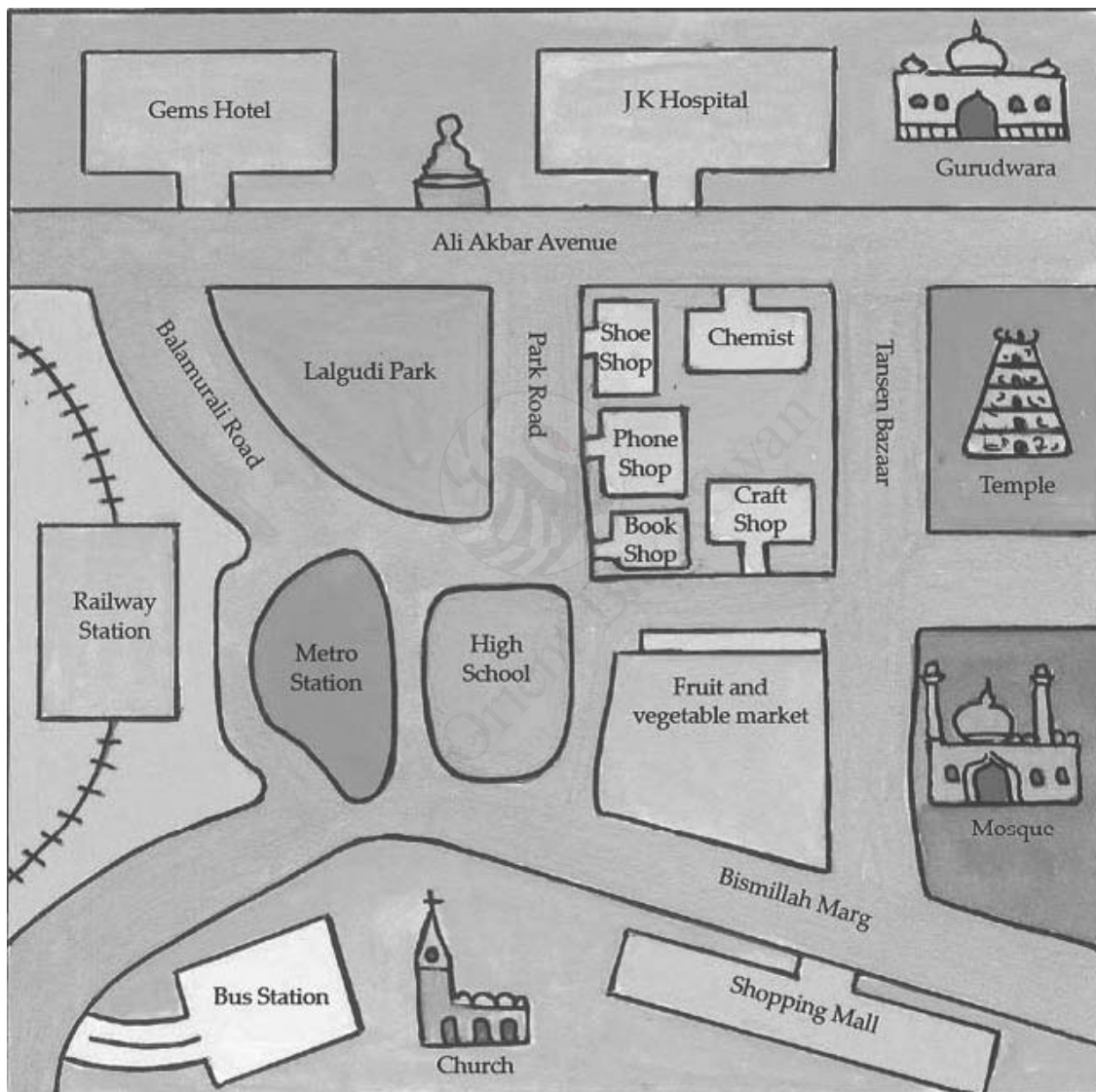
Helping a new student

1. Location: At school

Student A: Old student	Student B: New student
You are waiting outside the classroom for class to start when a new student approaches you. She introduces herself and ask for directions to the principal's office. You tell her how to get to there. Remember to introduce yourself as well.	You are at a new school and it is your first day. You have been asked to report to the principal's office but you don't know where it is. You approach another student and ask for directions. Remember to introduce yourself.

2. Class questions—by the end of this role-play, the class must be able to answer these questions:
 - a. What is the new student's name?
 - b. How far is the principal's office from the classroom?
 - c. What are the directions to the principal's office?

Role-play in pairs and practise asking for and giving directions in these situations.



1. Study the map above. Work in pairs. Ask for and give directions to different places in the city. One of you is new to the city.

2. Work in groups of three. You are on a hike in the mountains with an adventure team. You realise you have got left behind and cannot find the other members of the team. Speak to the others on a wireless set to seek directions to reach them.

5. Giving Instructions

Leaving your pet with a friend

1. Location: At your friend's house

Student A: Anita	Student B: Soma
You are going out of town for a few days. Since you cannot leave your dog alone at home, you decide to leave him with your friend Soma. Tell Soma about your dog's eating habits and sleeping habits. Remember to mention which toys he likes best as well!	You are to take care of Anita's dog for a few days and you are excited. You listen to Anita as she gives instructions on how to take care of her dog and ask questions about what to do in case of an emergency. Remember to take down Anita's parents' contact details.

2. Class questions—by the end of this role-play, the class must be able to answer these questions:
 - a. What sort of instructions did you hear?
 - b. What does Anita leave at Soma's house along with the dog?
 - c. Mention three important aspects of pet care.

Work in pairs. Role-play and practise giving instructions in different situations.

1. Your sister and you are cleaning the room you share. Work in pairs and give instructions to each other to clean the room. Use the words in the box to help you.

bring wipe pick up fold make place take out close

2. Your partner wants to learn how to make a fresh vegetable salad. Explain how to make one. Ask your partner to repeat the instructions. Then ask questions to check whether they have been fully understood.
3. You are going away on a school trip for five days. You give instructions to your brother about how to take care of your favourite potted plants. Use the words in the box below to help you.

**gently carefully place water move shift
keep outside in the morning inside in the afternoon no direct sunlight, shade**

6. On the Telephone – Asking for Repetition

Placing an appointment

1. Location: Over the telephone

Student A: Patient	Student B: Dentist's receptionist
You call the dentist's office to set up an appointment. Mention the time and date preferable to you. When the receptionist tells you the dentist is not available on that day, you do not hear her properly. Ask her to repeat herself and then continue the conversation. Remember to give your name when making the appointment.	You receive a call to book an appointment with the dentist. Ask the patient if this is the first visit to the dentist. The patient states a time and date for the appointment, but it does not coincide with the doctor's timings. You mention the doctor's regular timings, but the patient is not able to hear you clearly. Repeat the information and complete the booking of the appointment. Remember to repeat the details of the appointment once it has been made.

2. Class questions—by the end of this role-play, the class must be able to answer these questions:
 - a. What day is preferable for the patient?
 - b. What are the dentist's regular timings?
 - c. What is the name of the patient?

Role-play and practise your telephonic skills. Remember to greet/introduce yourself first before asking for information and then requesting for repetition of some parts of the information.

1. You want to visit a friend at his new home. He gives you directions over the telephone on how to get there.
2. You have to go to New Delhi for the weekend. You need to check the availability of flight tickets. You call a travel agency to get the information.
3. You see an advertisement in the newspaper for the sale of used mobile phones. You call a number to get more details on the sale and price of a particular model you like.

2

TOPIC PRESENTATION

People

My favourite actor/sports person/author/poet/leader

name the favourite person—how you keep up-to-date about the person—whether you collect information/pictures about the person—a scrapbook/album—the matches/films/ books/poems/speeches of the person—whether you have met the person or tried to do so—a description of the meeting—whether you have an autograph—how the person inspires you to be better or to do better

Adventure

An adventure (through an anecdote)

holiday with a group of friends—an incident that occurred there (for example, an encounter with a wild animal, an unexpected storm, a power shut down, losing one's way, an unexpected discovery, a meeting with tribals or an accident)—talk about the experience and what you learned from it

Environment

Current issues (global warming/air pollution/water pollution/noise pollution/soil pollution/forests and their conservation/waste disposal, etc.)

types of pollution—how it is a threat—what can be done to control it—what you as an individual can do to control it

Sports and Games

Importance of sports and games/a favourite sport/games you play/reasons

favourite sport—cricket—why it is a national obsession—an IPL match experience—the atmosphere in the stadium (action packed, the crowd, the shouting, the singing, the cheerleaders)—why it is an experience worth repeating

Money

Importance of money/modern obsession with money/money as a goal or an ambition in itself/negative impact of too much money

role of money in today's society—values and ethics losing their importance—money valued more than learning—changing role models today (the rich and the famous)—bad trends in society—need for balance and perspective—money cannot be and should not be the most important thing in life

Culture and Music

My favourite musician/my favourite music/music and its effects/an expression of culture(s)/cross-cultural significance/bridges different cultures and people

my favourite kind of music—kind of regional film songs/favourite musician/band—quality of the music—strength of the voice/lyrics—why it is so enjoyable—reasons for popularity

3

GROUP DISCUSSION

1. Many beauty products and medicines are tested on animals before they are sold in the markets. This is considered the correct scientific practice. But animal rights groups feel this is the wrong thing to do. Discuss both the points of view and give your own opinion.
2. There are strong views on reality television shows. Some feel these shows exploit talented young children. Others are convinced it is a good platform to identify and recognise talent. Discuss both the points of view and give your own opinion.
3. Junk food is considered harmful to health. Doctors feel that they must be banned from school canteens. However, students would like to have junk food every day and do not believe it can affect them. Discuss both the points of view and give your own opinion.
4. Mobile phones are becoming cheaper and more useful today. As a result, children want to have a mobile phone of their own. Should children own and use mobile phones? Discuss the pros and cons of the issue and give your own opinion as well.
5. Many sportspersons feel India must consider hosting major sports events in the country such as the Olympics, because it is a good investment. Others believe it is money wrongly spent and India must focus on issues of poverty, malnutrition, etc. Discuss both the points of view and give your own opinion.
6. It is strongly believed that all news will soon be digitised and newspapers will be a thing of the past. Is this the right way forward? Discuss both points of view and give your own opinion.

4

LISTENING TRANSCRIPTS

Short Transcripts

1. Listen to a talk.

In all, about 5,500 dragonfly species buzz around the world. Many of these small flying insects live in rain forests. To find them, one sometimes needs to walk through thick bushes and put up with blood-sucking leeches, worms and crocodiles. It can be difficult to track dragonflies. They can speed by, making sharp turns and sudden stops. They can even fly backward.

What makes dragonflies a challenge to track?

- a. their size b. their habitat c. their ability to fly d. all of these

2. Listen to a conversation.

"What about Kumar? Why didn't he make it? He has such a good voice," asked Alex.

"Talent alone is not enough," said Mr Das. "This is a choir where all the members are equal. We weren't looking for soloists. We were looking for boys who seemed to have the right voice and attitude to be part of a choir. I hope we will see you at choir practice this week."

Kumar was not selected into the choir because _____.

- a. his voice did not fit in with the others b. he was not a good singer
c. Alex was a better singer d. there were too many applicants

3. Listen to a talk.

Summer is here and it's time for mangoes, ice creams, cold drinks and thinking of ways to fight the heat. It is also the season when you would like to have several baths and perhaps even a swim to beat the heat. But have you ever wondered how different summer will be if there was no water?

The speaker's focus is on the importance of _____.

- a. mangoes b. summer c. good hygiene d. water

4. Listen to a book review.

'The Adventures of Tom Sawyer' was Mark Twain's first novel and is perhaps, the best-loved of all his books. The story dates back to 1840s or so in Missouri, along the Mississippi River. It doesn't matter that it was written well over a hundred years ago. The book is as appealing today as it was then. At some point of time or the other, we would have all known a child as naughty and as sharp as Tom.

The speaker's reaction to the book is _____.

- a. positive b. negative c. inconclusive d. confused

5. Listen to a speech.

The earth does not belong to man; man belongs to the earth. This we know. All things are connected like the blood which unites one family. Whatever befalls the earth befalls the sons of the earth. Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web he does to himself.

The speaker is speaking for the cause of _____.

- a. freedom b. the earth c. family unity d. national unity

6. Listen to a talk.

Most gyms just pretend to help you and sometimes end up doing more harm than good. Also, once you stop gymming, you gain all the weight you lost. And getting fit again is a huge strain. Which is why exercising on your own is a better option. There's no need to drive anywhere or follow a strict schedule. And here's the best part—you can do just as much exercise as you feel like, whenever and wherever you prefer!

The speaker strongly supports _____.

- a. gyms for workouts b. gym trainers
c. working out on your own d. rigorous exercise

Long Transcripts

1. Read the sentences below. Listen to a person talk about people's food habits. State if the sentences are True (T) or False (F).

While I have no quarrel with people eating out, I am worried about the kind of food they eat. Let me explain. It's common knowledge that restaurants freeze and re-heat dishes repeatedly. This spoils the food and reduces its nutritional value. Preservatives may make food last longer and flavouring agents may make it tastier, but all that extra salt and oil and sugar aren't good for the health. They're addictive, even for adults. Children especially, crave such fast food. They frown at curd and lassi but guzzle bottles of cola. How will they get a balanced diet if they eat out as often as they do?

2. Read the sentences below. Listen to a narrative about a journey. State if the sentences are True (T) or False (F).

As the boat moved forward, Savita's mother pointed to the vast blue sea that connected India to the coast of East Africa. "Your grandfather and your great grandfather took this same journey from Mumbai to Mombasa, your home in Kenya."

The journey was long and Savita kept count of the number of days as she saw the sunrise each morning. Sometimes, the head sailor broke the monotony of sea travel by singing an Indian song while the rest of the crewmen chanted the chorus.

When the sun rose on the thirtieth day, Savita caught a glimpse at a distance of the long stretch of white-sanded beach. There were tall coconut trees and thick baobab branches that looked like roots growing upwards. She stood up and cried with joy, "Mombasa!"

3. Read the sentences below. Listen to a talk about children in Rabindranath Tagore's works. State if the sentences are True (T) or False (F).

Not all the children in Tagore's works are happy. Many are lonely, sad and full of yearning. Some are misfits in the worlds they inhabit; others, victims of unjust social and personal circumstances. A few, like Amal in 'The Post Office', possess a gravity and inner wisdom far beyond their age. Some, like Bolai or Sudha, are more at home in the world of nature than in their family circles. The clue to this lies perhaps in Tagore's own childhood. For he was a lonely child, lost in the world of his imagination, longing for love, haunted by irrational fears, and unable to conform to the traditional system of education.

4. Read the sentences below. Listen to a student talk about what it is like to study abroad. State if the sentences are True (T) or False (F).

Studying abroad will make you a real student. You will live like a student, eat like a student and party like a student, especially if you decide to live in a dormitory. It's fun all the time on the one hand, and then the late night cramming on the other hand. You learn to manage a tight budget, putting aside every penny to buy something to eat. All of a sudden, your clothes become irrelevant. You need just a pair of jeans, sneakers and T-shirts.

Your life revolves around books, your laptop and the Internet. You can have access to libraries with thousands of books as well as online libraries. And then, when you see your reflection in the mirror you realise that you've truly become a real student.

5. Read the sentences below. Listen to an expert talk about plastic waste.

I would like to deal with one of the most well-known examples of plastic waste, namely discarded polythene bags, to highlight the seriousness of the problem. This is a plastic product we are familiar with. Polythene shopping bags are used in many countries because they are cheap and easy to use. They were introduced in India nearly four decades ago, and they quickly replaced the jute or cotton shopping bags that were traditionally used in Indian

households. A recent study reveals that in most Indian cities, an average household uses four poly-bags a day. Every day, residents of the major cities in India dispose of about 50 million polythene bags. These bags clog drains, litter the landscape, and even find their way into the stomach of hapless cattle. Above all, they pose a new environmental threat to cities that are already reeling from high levels of air-pollution and other environmental issues.

6. Read the sentences below. Listen to a friend of the late Steve Jobs describe him. State if the sentences are True (T) or False (F).

Steve Jobs was a perfectionist. He was a perfectionist at work and in his personal life. Steve couldn't bear to waste time. He once said in an interview that he wore the same black turtleneck sweater every day because he didn't want to waste time thinking about what to wear in the morning! Steve had very strong opinions, but his strongest opinions in life weren't about Apple, politics, religion or money—they were about education, food and health. He often expressed these views in public. Steve also had a strange attitude towards money. He enjoyed his success, but he didn't spend his money lavishly. He didn't think money was important, and once said that he “never did it for the money.”

7. Listen to a debate between a boy and a girl on traditional and online learning. As you listen, tick (✓) the correct answers.

Girl: Research studies comparing the effectiveness of online and face-to-face instruction reveal few differences between online and traditional learning. However, in many instances, students in online learning environments actually appeared to have grasped the material more thoroughly than students taking the same courses in traditional classrooms. Why would this be the case? In traditional classrooms, students generally have one opportunity to hear the lecture. If they've missed something, they borrow a classmate's notes. In online classrooms, students can read or watch the lecture or parts of it several times. They can also discuss it with several online classmates. Online learning is indeed better than traditional learning!

Boy: Do you really believe those research studies? Clearly, they don't represent students globally. I'm not saying technology is bad, but I do believe that internet classrooms interfere with students' ability to learn social skills. The internet is a great learning tool, but it has also made people socially lazy and passive. Internet classes provide opportunities for what is ordinarily unavailable, but chatting and webcams can never replace face-to-face human interaction. My vote is for the real classroom because that's where true learning happens.

8. Read the sentences below. Listen to a student's dreams of the impossible. State if the sentences are True (T) or False (F).

I always imagine myself invisible. Is it possible to just vanish and become like Casper the good little ghost? There must be ways to do it. Perhaps I could borrow Harry Potter's invisible cloak and be a wizard. Oh! What I would do to be the invisible man in the famous H G Wells story!

If I were invisible, it would be a dream come true! I could play pranks on my friends and they would scream with laughter or fear...But that would be unfair! I could board a plane without a ticket and reach any place of my choice. I would be a well-behaved passenger though—I wouldn't dream of scaring my co-passengers with a floating glass of juice mid-air! I would start with the Great Wall of China. And then I'd see the Grand Canyon in America, the pyramids in Egypt and the wildlife in Africa...Oh! I could travel across the continents and sail the mighty oceans...All that and more without spending a rupee! And on my return I would write a book about my adventures. Wouldn't that be better than simply poring over a map of the world?



Orient BlackSwan

PROBLEM-SOLVING ASSESSMENT (PSA)

Orient Blackswan

(Questions 1 to 5) Read the following passage carefully and select the most suitable option from each list according to the corresponding number in the passage.

Rip's story was soon told, for the whole twenty years had been to him as one night. The neighbours stared when they heard it and some were seen to wink at each other. Peter Vanderdonk, the most ¹ancient inhabitant of the village, and ²well-versed in all the wonderful events and traditions of the neighbourhood, remembered Rip and ³corroborated his story. The Kaatskill mountains had always been ⁴haunted by strange beings. Peter recalled that Hendrick Hudson, the first discoverer of the river and the country, kept a kind of ⁵vigil there every twenty years, with his crew of the Half-moon. Peter's own father had once seen them in their old Dutch dresses playing at nine-pins in a hollow of the mountain. Peter himself had heard, one summer afternoon, the sound of their balls, like distant peals of thunder.

1. In 1, the word 'ancient' could best be replaced with
a. modern b. youngest c. primordial d. contemporary
2. Which of these words is a synonym for 'well-versed' in 2?
a. knowledgeable b. accessible c. liberated d. current
3. 'Corroborated' in 3 also means
a. spoken to b. agreed with c. confirmed d. upheld
4. The word 'haunted' in 4 does not mean
a. disturbed b. bothered c. troubled d. disappeared
5. 'Vigil' in 5 requires people to
a. go away b. stay on watch c. study a lot d. visit one another

(Questions 6 to 10) Read this passage carefully and select the most suitable option from each list according to the corresponding number in the passage.

Being collectors and designers of art glass, our staff chooses every single piece of our selection ⁶....., checking on quality and details ⁷..... . We can provide our clients with special custom-made pieces, blown and crafted ⁸..... the watchful eyes of our staff, ⁹..... passion during the design, the making, the sale and after the sale. *Art of Venice Gallery* chooses every single piece and supplies directly from Murano, without any ¹⁰..... of agents or distributors.

6. Which of these fits gap 6?
a. exactly b. meticulously c. accurately d. precisely
7. Which of these fits gap 7?
a. with utmost care b. carefully c. with extra care d. regularly
8. Which of these fits gap 8?
a. in b. under c. below d. inside

9. Which of these fits gap 9?

- a. forced by b. driven by c. pushed by d. guided by

10. Which of these fits gap 10?

- a. interruption b. interference c. arbitration d. intervention

(Questions 11 to 15) Complete this passage by selecting the correct option from the list.

Bhikaji Rustom Cama was born on 24 September 1861 into a very ¹¹ Parsi family in Bombay. In 1885, she married the lawyer Rustomji Cama. She could have led a life of ¹², but she became ¹³ involved in politics and social service. She was deeply ¹⁴ by social movements. A brave woman till the end, she was one of the earliest women ¹⁵ of India.

11. a. comfortable b. intelligent c. affluent d. reserved
12. a. luxury b. fame c. freedom d. solitude
13. a. partially b. vigorously c. mainly d. reluctantly
14. a. led b. blessed c. misguided d. marked
15. a. revolutionaries b. speakers c. workers d. warriors

(Questions 16 to 20) Complete this passage by selecting the most suitable word/phrase from each list to fill the corresponding gap.

Aryabhata, the well-known Indian scientist, ¹⁶ the earth's circumference, arriving at a figure of 24,835 miles. He was the first Indian ¹⁷ to state the ¹⁸ that the light of the moon and the planets was ¹⁹ sunlight. He also suggested that the orbits of all planets were ²⁰, a scientific fact that would be proved much later.

16. Which of these fits gap 16?
a. completed b. formulated c. worked out d. derived
17. Which of these fits gap 17?
a. astronomer b. physicist c. astrologer d. cosmologist
18. Which of these fits gap 18?
a. fact b. belief c. myth d. theory
19. Which of these fits gap 19?
a. deflected b. refracted c. reflected d. repeated
20. Which of these fits gap 20?
a. elliptical b. rounded c. arched d. curved

(Questions 21 to 28) Read the following passage carefully and select the most suitable option from each list according to the corresponding number in the passage.

Pollution is a threat to many species on earth, but sometimes ^{21.} it can cause species to ^{22.} thrive. Such is the case with ^{23.} marine algae. A small one-celled creature, it inhabits warm coastal areas and river mouths, especially along the eastern United States. Lately, large numbers of these algae are ^{24.} appearing in coastal waters and have become ^{25.} ruthless killers. They emit powerful ^{26.} toxins that weaken and entrap fish that swim into that area. The toxins ^{27.} eventually cause the fish to develop large bleeding sores through which the tiny creatures attack, feasting on the blood and flesh of the fish. Often the damage is ^{28.} astounding. In a particular year, nearly one million fish died.

21. Which of the following could replace 'it' as used in the passage above?
a. pollution b. threat c. species d. earth
22. Which of the following is not the correct meaning of 'thrive' as expressed in the passage?
a. flourish b. prosper c. succeed d. grow
23. In the passage, the word 'marine' is related to
a. water b. navy c. sky d. ship
24. Which of the following could replace 'appearing' as expressed in the passage?
a. becoming visible b. coming into view c. coming out d. occurring
25. Which of the following is the opposite in meaning to 'ruthless' as used in the passage?
a. cruel b. brutal c. merciful d. pitiful
26. The word 'toxin' could mean something
a. harmful b. harmless c. unsafe d. risky
27. Which of the following could not replace 'eventually' as used in the passage above?
a. immediately b. ultimately c. finally d. consequently
28. Which of the following could replace 'astounding' as used in the passage above?
a. amazing b. shocking c. surprising d. marvellous